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COMMON CORE

EFFECTIVE WRITING
(PROGRAMMED TEXTS)
CM-01

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US ARMY ENGINEER SCHOOL
FORT BELVOIR, VIRGINIA

D101.2:

ANCOC

COMMON CORE

ABBREVIATION

(PROGRAMMED INSTRUCTION)

CM01

READEX FICHE

US ARMY ENGINEER SCHOOL

FORT BELVOIR, VIRGINIA

Section I. ABBREVIATION

UNDERSTANDABILITY (Frame 1)

1. Do you know what the writer is trying to say in the following sentence?

> Where AUTODIN facilities are not available but EAM equipment is available, the request is prepared on punched card and submitted to the appropriate MT MTS area office.

To read the sample sentence intelligently, you would have to know that AUTODIN is the abbreviation for automatic digital network, that EAM means electronic accounting machine, and that MT MTS refers to Military Traffic Management and Terminal Service.

1. No response required.

Turn Page
to Frame 2.

RESPONSES ARE FOUND ON PAGE 10.

GENERAL PRINCIPLES (Frames 2-6)

2. Abbreviations are both useful and dangerous. Their primary purpose is to avoid needless repetition, reduce writing bulk, and make the use of complex terms easy and precise. However, excessive use of abbreviations--and especially the use of abbreviations that are unfamiliar to the reader--wastes the reader's time and makes the writing difficult to understand. Don't make your reader wade through "alphabet soup!"

   As a general rule, use only authorized abbreviations in Army writing; use abbreviations sparingly and only when it is certain that they cannot be misunderstood by the reader; and use them when necessary because of lack of space, as in a table, form, or illustration.

   Complete the following sentence by writing the appropriate word in the blank:

   In Army writing use only _______________ abbreviations.

3. Abbreviations which may be used in the preparation of military records, publications, and messages, and in field work are authorized by AR 310-50, Authorized Abbreviations and Brevity Codes, and AR 340-15, Preparing Correspondence.

   Fill in the blanks shown in the following statement:

   Army authorized abbreviations are prescribed by AR _______________ and

   AR _______________.

4. Use a standard dictionary to find abbreviations which are common in civilian life. Don't make up new abbreviations.

Which of the following statements is correct? ________________.
(a/b)

a. Abbreviations which are common in civilian life can be found in a standard dictionary.

b. Make up an abbreviation for a word or phrase whenever you cannot find one in the dictionary or AR 310-50.

Fill in the blank in the following statement:

According to the dictionary, the correct abbreviation for street is ________________.

5. When using an abbreviation that may not be familiar to the writer, write it out first followed by the abbreviation in parentheses. For example, Continental United States (CONUS); program(s) of instruction (POI). Thereafter, the abbreviation may be used without further explanation.

Fill in the blanks in the following statement:

Before an unfamiliar abbreviated term is used in a paper, it should be written ______________ followed by the abbreviation in ______________.

6. If you are sure that your readers know an abbreviation that you are using, it is not always necessary to define it. However, if there is any doubt, write it out the first time it is used and put the abbreviation in parentheses after the word(s). Do NOT use military abbreviations when you write to a civilian.

Complete this sentence:

If you use an abbreviation that you are not sure will be understood, you should write out the complete word(s) followed by the abbreviation in parentheses the ____________ time it appears.

USE OF ABBREVIATIONS (Frames 7-18)

7. Army and civilian abbreviations that are well known may be used without an introductory explanation. These include Army publications, military grades, personal titles, geographic locations, compass directions, model designations and symbols, and standard grammatical abbreviations and symbols. Words in the last two columns are abbreviated only to designate parts of publications and are followed by figures, letters, or Roman numerals.

TRADOC
AR
LTC
Mr.

Calif.
N.Y.
M14
M14A1

i.e.
e.g.
etc.
hr

Sep
ft
yd
lb

para
suppl
chap
sec

app
anx
fig
memo

Complete the following sentence:

Abbreviations for military grades and Army publications ____________
(may/may not)
be used without an introductory explanation.

8. The words country, mount, point, and port are not abbreviated.

Which one of the following sentences is correct? ______________.
(a/b)

a. Private First Class Jordan is stationed near Port Arthur, Tex.

b. Private First Class Jordan is stationed near Pt Arthur, Tex.

9. According to AR 340-15, months may be abbreviated in Army correspondence by using the first three letters of a month followed by the day or year, or both.

EXAMPLE: 10 Sep 69 not 10 Sept 69

Fill in the blanks in the following sentences:

a. If you abbreviate a date in Army correspondence, use the first ______________ letters of the name of the month.

b. The captain's date of rank is 15 September 1968. In abbreviated form this date is written ______________.

10. Units of measure abbreviations are the same for both singular and plural and are used only with numerals.

EXAMPLES:	11 in	not	11 ins
	15 lb	not	15 lbs
	110 yd	not	110 yds

Fill in the blank in this sentence:

He ran 100 ______________ in 10 sec.
(yd/yds)

11. Enclosure also is abbreviated the same for both singular and plural.

EXAMPLES:	1 Encl
	15 Encl

Fill in the following blank:

3 ______________
1. Ltr, AJJAG, 15 May 71
2. Ltr, AJAAG, 10 Apr 71
3. Map of Vermissa, GA

12. When used with a ZIP Code, the State name may be spelled out or abbreviated with the two capital letters authorized by the US Postal Service. The 2-letter Postal Service abbreviation (used without any punctuation) aids rapid sorting of the mails (and eventually machine sorting).

EXAMPLES:

Alabama	Ala.	AL
California	Calif.	CA
Indiana	Ind.	IN
Kansas	Kans.	KS
Mississippi	Miss.	MS
Nebraska	Nebr.	NE
Tennessee	Tenn.	TN
Texas	Tex.	TX

13. United States may be abbreviated US preceding the word "Government" or the name of a Government organization except in formal writing. Generally, the abbreviation US is used as an adjective, but when used as a noun, United States is spelled out.

EXAMPLES: US Army but the Army of the United States
US foreign policy but foreign policy of the United States

Fill in the blank in this sentence:

That gentleman is a member of the Supreme Court of the ______________.
(US/United States)

14. Be sure that your abbreviations are used correctly. Perhaps the most misused abbreviations are i.e. and e.g. Follow i.e. (that is) by further explanation; follow e.g. (for example) by specific examples.

Which one of the following sentences is correct? ______________.
(a/b)

a. Abbreviations are permissible for names of organizations and Government agencies usually referred to by their initials; i.e., DAR, GOP, TVA, WAC.

b. Abbreviations are permissible for names of organizations and Government agencies usually referred to by their initials; e.g., DAR, GOP, TVA, WAC.

15. Never use and before etc. And is redundant since etc. is an abbreviation for Latin et cetera meaning "and so forth."

Complete this sentence:

The abbreviation etc. should not be preceded by the word ______________.

16. In general, an abbreviation is capitalized if the word(s) abbreviated is capitalized.

Usually, military abbreviations are written without spacing or periods.

Guidance on capitalization and punctuation of military abbreviations is contained in AR 310-50.

17. In review of abbreviations, choose the correct form (a or b) in each of the following items; and indicate your choice in the space provided:

__________ 1. a. etc.
(a/b) b. and etc.

__________ 2. a. 6 yd.
(a/b) b. 6 yds.

__________ 3. a. Pt Austin, Michigan.
(a/b) b. Port Austin, Michigan.

__________ 4. a. 6 Sep 75.
(a/b) b. 6 Sept 75.

__________ 5. a. in the US.
(a/b) b. in the United States.

18. You have completed the section on abbreviations!

ABBREVIATIONS

Solutions for Frames 2 through 17

2. authorized

3. 310-50
   340-15

4. a
   St

5. out, parentheses

6. first

7. may

8. a

9. a. three
   b. 15 Sep 68

10. vd

11. Encl

12. No response required.

13. United States

14. b

15. and

16. No response required.

17. 1. a (Using and before etc. is repetitious.)
    2. a (Same form is used for both singular and plural.)
    3. b (Do not abbreviate port.)
    4. a (Use only first three letters of month for abbreviation.)
    5. b (Spell out United States when used as a noun.)

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SPELLING

(PROGRAMMED INSTRUCTION)

CM01

US ARMY ENGINEER SCHOOL

FORT BELVOIR, VIRGINIA

INSTRUCTIONS

1. INTRODUCTION. This text is designed to help you correct many of the frequently made errors in spelling words and writing numerals. You may work through this text at your own speed.

2. OBJECTIVE: Upon completion of this text and given the necessary information, you should be able to--

a. Spell correctly and use properly several sets of words that are like or similar in sound.

b. Spell correctly groups of words ending in the same sound.

c. Use basic rules for forming plurals, spelling ei and ie words, and adding suffixes.

d. Write numerals correctly.

3. MATERIAL REQUIRED. A pen or pencil and a standard dictionary.

4. INSTRUCTIONS.

a. The material is presented in short sequences. Read each sequence carefully, and if it requires an answer, WRITE or PRINT the correct answer in the space provided. NOT ALL SEQUENCES REQUIRE AN ANSWER.

b. This memorandum is written in an unfamiliar format. The first work frame is frame 2 (page 3). After you complete frame 2, turn to page 5 for the answer and for the next work frame (frame 3), etc. In the first half of this text, you will always find the answer to a frame on the upper half of the next right-hand page following the question, with the next work frame directly below. Half-way through the text you will be told to return to page 1. Again the answer to the previous question will be on the lower half of the right-hand page followed by the next work frame. Continue in this way until you are told to return to page 2. Now the answers will be on the top half of the left-hand pages followed by the next work frames. You will again be told to return to page 2. The answer to the previous question will be on the bottom half of the left-hand page followed by the next work frame. Since both work frames and answers are numbered, you will always know where you are and where to go next.

c. If your answer is correct, read the next instructional sequence. If, however, your answer is incorrect, draw a line through it, read the preceding instructional sequence(s) again, and write the correct answer.

d. IT IS VERY IMPORTANT THAT YOU READ EACH SEQUENCE CAREFULLY! Although it may appear that you can scan an instructional sequence here and there, doing so will eventually be your downfall. Read each sentence just as it is written--do not omit words and do not add words.

IMPORTANCE OF SPELLING (Frames 1-3)

1. The letters you write reflect an image of your office and yourself. Misspelled words, improper abbreviations, inaccurate capitalizations, and use of numerals reveal a careless person and a sloppy office.

Few errors in writing make as bad an impression on your reader as incorrect spelling. Of all the mechanical elements of writing, spelling is probably the most firmly fixed. With few exceptions, each word has a preferred spelling. Any standard dictionary will tell you which spelling to use. Don't "red flag" your ignorance with a misspelled word.

This section of the text deals with words that are alike or similar in sound but different in meaning. Knowing the meanings of these words will help you to spell them correctly.

2. Now, let's look at the following sentence:

Captain Travis did not no the prisoner.

a. What word in the above sentence is spelled incorrectly? ____________.

b. How should it be spelled? ____________.

SIMILAR WORDS (Frames 3-58)

3. Let's look at some of the most confusing words in this group.

ACCEPT - EXCEPT

Accept is a verb meaning to receive usually with favor or consent as in this sentence:

I shall accept your gift.

Fill in the blanks in the following sentences:

a. The verb accept has two ___'s.

b. John could not ____________ the job.

4. Except is a preposition or a verb. As a preposition it means excluding and as a verb, which is seldom used, it means to leave out.

All members of the platoon except Private Rody may go. (preposition)

They excepted Marilynn from the invitation. (verb)

The two words "accept" and "except" are similar in spelling. The only difference is in the spelling of the first syllable.

Fill in the blanks in the following sentences:

a. The word that can be used only as a verb is spelled ____cept.

b. My grades are satisfactory in every subject ____________ history.

5. As a review, use correctly the words "accept" and "except" in the proper blanks below.

a. Colonel Rogers will ____________ the certificate from the foreign delegation.

b. All of the papers ____________ the original letter should be filed.

c. All positions have been filled ____________ the office of treasurer.

d. Would George Smithson ____________ the treasurer's position?

6.

ADVICE - ADVISE

The word "advice" is often confused with the word "advise."

The noun advice means counsel or an opinion given as to what to do or how to handle a situation, as in this sentence:

The advice given by the chaplain was well received.

Fill in the blanks in the following sentences:

a. A noun which can be defined as counsel is ____________

b. His ____________ was asked on the problem.

7. Advise is a verb meaning to give counsel to, to recommend, or to consult with a person. For example:

He will advise you to report promptly.

Complete the following sentences by filling in the blanks with advice or advise, as appropriate:

a. A noun which means counsel is ____________.

b. A verb meaning to counsel is ____________.

8. Now, let's use advice and advise correctly in the following sentences:

a. Your company commander will ____________ you concerning your reenlistment opportunities.

b. Will you accept his ____________ ?

9.

AFFECT - EFFECT

The words "affect" and "effect" are often misspelled if the person using these words doesn't know the meaning of each.

Affect is a verb meaning to produce a change in, to impress, to influence, or to assume, as in this sentence:

The change in rank will affect his pay.

Complete the following sentence by filling in the blank:

To change or to influence something is to ____________ it.

10. The noun effect means result, as in this sentence:

What is the effect of the new law?

Effect is also a verb meaning to cause, to bring about, or to accomplish as in this sentence:

The new regulation will effect a change.

Now, complete these blanks:

a. ____________ is a noun meaning result.

b. ____________ is a verb meaning to cause or bring about.

11. In review, use effect and affect correctly in the following sentences:

a. His studying had a good ________________ on his grades.

b. The storm will ____________ the launching.

c. What was the ____________ of his statement?

12.

CAPITAL - CAPITOL

The two nouns capital and capitol are pronounced the same but have different spellings and meanings.

The noun capitol (spelled with an o) is the building in which a State legislature meets. Relate the dome on the top of a building to the word "capitol," both of which have the letter "o." The building in which the United States Congress meets at Washington, D.C., is spelled with a capital letter, Capitol.

Complete this sentence:

A building in which a State legislature meets is called the ____________.

---

13. The noun capital (spelled with an a) has more than one meaning. It can mean the official seat of government of a State or nation, as in this sentence:

Indianapolis is the capital of Indiana.

Or it can mean wealth (money or property) owned or used in business by a person, corporation, etc. For example:

Jack Smith put all his capital into the new business.

The word "capital" can also be an adjective meaning punishable by death, chief, or of primary importance, as in this sentence:

It is of capital importance that you attend the meeting.

____

14. Let's see how well you have learned to use the words "capitol" and "capital," by filling in the following blanks:

a. The ____________ of Tennessee is Nashville.

b. The most beautiful building in the city is the ____________.

c. How much ____________ has he invested in the business.

d. He plans to go to the ____________ city.

15.

COMPLIMENT - COMPLEMENT

Two more nouns which are pronounced the same but have different meanings are compliment and complement.

The word "complement" (with an e) can be used as a verb meaning to make complete, or as a noun meaning that which fills up or completes.

Complement is used as a noun in this sentence:

The new complement of soldiers will save the fort.

Fill in the blank in the following sentence:

The verb ______________ means to make complete.

16. Compliment (with an i) is a noun meaning a formal act or expression of courtesy or something said in admiration or praise. For example:

John paid me a nice compliment.

Compliment (with an i) can also be a verb meaning to praise or to congratulate.

The captain will compliment him on doing a good job.

Fill in the blanks shown below:

_______________ means to praise, and _______________ means to complete.

17. Now, apply what you have learned about the words "compliment" and "complement" by filling in the blanks below:

a. The major received a _______________ on his speech.

b. When the new _______________ of soldiers arrived, the colonel

_______________ed them on their appearance.

c. To _______________ the set of books, I shall have to buy three more.

18.

COUNCIL - COUNSEL

The words "council" and "counsel" are often misunderstood.

Council is a noun meaning a group of people called together for consultation or discussion, or a group of people chosen as an administrative, advisory, or legislative assembly. For example:

The council will meet to consider building a new highway.

Now, complete these sentences:

a. A legislative or advisory body of people is called a ____________.

b. Robert Johnson was elected to the county ____________.

19. The word "counsel" can be used as a noun or a verb. As a noun it can mean a mutual exchanging of ideas, opinions, etc., or advice resulting from such an exchange, as in this sentence:

After the interview, the enlistee said that he received very good counsel.

As a noun, counsel can also mean a person who gives advice, such as an attorney.

Fill in the blank in the following sentence:

Captain Raines is the ____________ for the defense.

20. Counsel can also be a verb meaning to advise, or to give or take advice. For example:

The unit commander counsels the soldiers.

Complete the following sentence:

Counsel can be a noun or a verb, but council is always a ___________.

21. **As a review of the words "council" and "counsel," fill in the blanks shown below with the appropriate word.**

a. **A body of people summoned for consultation is a ___________.**

b. **A person who gives advice is a ___________.**

c. **To ___________ is to give advice.**

22. COURSE - COARSE

Course and coarse sound alike but differ in spelling and meaning.

Course is a noun meaning a way to be followed, part of a meal, or a series of studies. For example:

The captain had to decide which course of action to take.

Fill in the blank in the following sentence:

Henry chose a vocational ___________ in high school.

23. **Coarse is an adjective meaning rough, harsh, of poor quality, or not fine in texture, as in this sentence.**

The material for the coat is very coarse.

Write course or coarse, as appropriate, in the blanks shown below:

a. **Private Williams was warned not to use ___________ language.**

b. **General Adams has not decided which ___________ to take.**

24.

FORMALLY - FORMERLY

Two more examples of words that are similar in sound and often misspelled are formally and formerly.

Formally is an adverb meaning in a formal manner, precisely, or ceremonially, as in this sentence:

The new service club will be opened formally next Saturday.

Complete the following sentence:

The presentation of the award will be made ______________ at the dinner in honor of the winner.

25. Formerly is an adverb meaning in a previous time, or in the past, as in this sentence.

Formerly he had been in Vietnam.

Fill in the blanks shown below:

a. ______________ is an adverb which means in a previous time.

b. He said that ______________ he was a member of the Army National Guard.

26.

HEAR - HERE

Now let's learn how to use the words "hear" and "here."

Hear is a verb meaning to listen or to become aware of (sounds), as in this sentence.

Can you hear the band playing?

Fill in the blank in the following sentence:

To perceive by ear is to __________.

27. Here is an adverb which determines location, a particular place, as in this sentence:

The general is coming here.

Complete the following sentence:

__________ is an adverb which means in this place.

28. In review of hear and here, write the correct words in the blanks shown below.

a. There are 3,500 students enrolled __________.

b. Private Haley said he did not ________ the command.

29.

ITS - IT'S

Do you know when to use its or it's (with an apostrophe) in a sentence?

Its is the possessive form of the pronoun it, as in this sentence:

The class will have its graduation exercises at 1400.

It's is a contraction meaning it is, as in this sentence:

It's time for the attack.

Complete the following sentence:

The contraction of it is is ________.

30. Use the pronoun its and the contraction it's correctly in the following sentences:

a. The team has won ________ fourteenth game.

b. ________ later than you think.

c. The class has ______ first test today.

31.

LATER - LATTER

Now, let's consider later and latter.

Later is an adverb dealing with time, as in this sentence:

The award will be presented later in the day.

Later can also be the comparative degree of the adverb late, as in the following sentence:

James arrived later than Don.

32. Latter is an adjective meaning nearer the end or close, or last mentioned of two. For example:

The latter half of the class period will be devoted to discussion.

Complete the following sentences by filling in the blanks:

a. The adverb later has only one t, whereas the adjective latter has ________ t's.

b. Of the two plans submitted, the ____________ one was chosen.

---

33. Now, select either latter or later, as correct, for these sentences:

a. A one-half-ton truck and a jeep are available, but the ___________ is preferred.

b. The plane arrived two hours ___________ than expected.

c. He arrived at the party ___________ than we thought he would.

d. Max and John were voted on for team captain; the ___________ won.

34.

LOOSE - LOSE

Now, our job is to find out when to use loose in a sentence and when to use lose.

Loose has two o's and rhymes with goose. It is an adjective meaning unattached, not fastened down, as in this sentence:

The loose leg on the chair is a hazard.

Fill in the blanks in the following sentences:

a. An adjective that means not fastened down is ___________.

b. The button on his left sleeve is ___________.

---

35. The verb lose has only one o and rhymes with whose. Lose means to miss from one's possession, or to suffer the loss of. For example:

He will not go to the races because he is afraid he will lose more money.

Complete this sentence:

A verb meaning to miss from one's possession is ___________.

36. In review, use loose and lose correctly in the sentences below:

a. The wheel on the truck is ___________.

b. Did you ___________ your new pen?

c. Al does not want to ___________ any more time.

d. Since his button is ___________, he is afraid he will ___________ it.

37.

PERSONAL - PERSONNEL

Two more similar words which are used a great deal in the Army are personal and personnel.

Personal is an adjective meaning private, individual, or pertaining to a particular person, as in this sentence:

The uniform is his personal property.

Fill in the blank in the following sentence:

An adjective meaning private or pertaining to a particular person is

____

38. Personnel is a noun meaning a body of persons, usually a group employed in some service, establishment, enterprise, etc. For example:

Army Regulation 612-50 concerns the processing of military personnel returning from oversea commands.

Complete this sentence:

___________ is a noun which means a body of persons employed in some service.

---

39. Enter personal or personnel, whichever is appropriate, in each of the blanks shown below:

a. The mission was accomplished without loss of military ___________.

b. Since it is a ___________ dispute, we cannot intervene.

c. The commanding officer called all of his ___________ together and granted each a ___________ interview.

40.

PRECEDE - PROCEED

The words "precede" and "proceed" cause difficulty in spelling.

Precede is a verb meaning to go or come before in time, place, order, rank, or importance, as in this sentence:

Dan will precede me in the line.

Now, fill in the blank in the following sentence:

____________ is a verb meaning to go before or in front of.

41. Proceed is a verb meaning to advance or go on, especially after stopping. For example:

Mr. Jones said that he would proceed with his lecture when the audience became quiet.

Complete this sentence:

A verb meaning to advance or go on is ____________.

42. OK! Let's use the words precede and proceed correctly in the blanks below:

a. The two captains ____________ me in rank.

b. The company has orders to ____________ to the next town.

43.

PRINCIPAL - PRINCIPLE

The words "principal" and "principle" cause a great deal of confusion. They sound alike, but the spelling differs in the last two letters.

One of these words ends in al. What are the last two letters of the other word? _____.

Principal can be a noun meaning a person who is a leader or head of something, as in this sentence:

Mr. Able is the principal of the new school.

44. As a noun principal can also mean the amount of a debt, investment, etc., minus the interest, or on which interest is computed as in this sentence:

Mr. Smith's account now totals $1,000, $950 of which was the __________.

Principal can also be an adjective meaning first in rank, authority, or importance as in this sentence:

What is the principal cause of the war?

Fill in the blank in the following sentence:

Principal can be a noun or an ________________.

45. Principle (ending in le) is a noun meaning a governing rule or truth (doctrine). Notice that both principle and rule end in le. Principle is used correctly in the following sentence.

They studied the principles of personnel management.

Fill in the blanks shown below:

A noun that means rule is spelled _____________.

A noun that means chief or head of an organization is spelled _____________.

46. Using what you have learned about principal and principle, write the appropriate word in each blank of the following sentences

a. The _____________ reason that Mr. White was appointed _____________ of the school was that he is a good administrator.

b. A noun that means the amount of a debt on which interest is computed is the _____________.

c. His actions were based upon the ____________s of the code of conduct.

47.

SIGHT - SITE - CITE

Three words which have the same sound but different meanings are sight, site, and cite.

Sight can be a noun meaning a view or vision, as in this sentence:

The sunset was a beautiful sight.

Sight can also be a verb meaning to see or to observe or examine by taking a sight, as in the following sentence:

The captain was able to sight land before dark.

Complete the following sentence:

A noun meaning a view is spelled _______________.

48. Site is a noun meaning location, as in this sentence:

This is the site for the rifle range.

Cite is a verb meaning to quote, to summon, or to name in an official report for bravery or meritorious service in the armed services. For example:

The major will cite the private for bravery.

Fill in the blank in the following sentence:

To commend or to praise in an official report is to ____________.

49. Now, use sight, site, and cite correctly in the following sentences:

a. The building ____________ for the new barracks is on Lee Road.

b. The enemy was ____________ed in the distance.

c. The sergeant will ____________ the regulation as authority for his action.

50.

THERE - THEIR - THEY'RE

The words "there," "their," and "they're" often cause confusion.

There is an adverb meaning in or at that place, as in this sentence:

Go to your station and stay there.

Complete this sentence:

The word "__________" is an adverb meaning in that place.

51. Their is a pronoun showing possession, as in this sentence:

Their mission is to delay the enemy.

Fill in the blank in the following sentence:

The two sergeants brought ____________ dependents with them.

52. They're is a contraction of they are. For example:

They're the same people who were late yesterday.

Fill in the blank in the following sentence:

__________ is a contraction meaning they are.

53. For review use there, their, and they're correctly in the blanks shown below.

a. __________ sure to win the game.

b. John will go __________ with his company.

c. The new recruits brought __________ gear with them.

54. TO - TWO - TOO

Three words which are often misspelled are to, two, and too.

To is a preposition indicating direction; or to may be used with a verb to form an infinitive, such as to go.

Too is an adverb meaning also, as in this sentence:

The squad on patrol duty was relieved, too.

55. The adverb too may also mean more than enough, as in this sentence:

There are too many birds in that cage.

Two is the number after one.

Fill in the blanks shown below:

a. An adverb meaning also or more than enough is ________.

b. A preposition showing direction or used to form an infinitive is _______.

56. In review, write the proper form of to, too, or two, in the blanks shown below:

a. There are ________ floors in each building.

b. He thought he had ________ much work ________ do.

c. I, ____________, was ordered ________ go.
(meaning also)

---

57. YOUR - YOU'RE

The last two words in our similar words group are your and you're.

Your is the possessive form of the pronoun you, and it means belonging to, or done by, you. For example:

What is your belief?

You're is a contraction of you are; it should be used as subject and verb of a sentence or clause.

Fill in the blank shown below:

____________ the first to arrive.

---

58. Now, let's use your and you're correctly in these sentences:

a. Keep ____________ rifle clean.

b. The captain said that ____________ to return to camp.

SUFFIXES SOUNDING THE SAME (Frames 59-62)

59. Suffixes are syllables placed after words or roots of words to change their meanings, to form new meanings, or to show parts of speech, such as, tearful, faultless. Adding suffixes to words that sound alike but are spelled differently is confusing.

CEDE, CEED, AND SEDE

Most words ending in the sound "seed," are spelled cede, as precede and recede. The four exceptions to this rule are supersede, proceed, succeed, and exceed.

Complete these sentences:

a. The one word which ends in sede is ______________.

b. Three words that end in ceed are ______________, ______________, and ______________.

---

60. In the following sentences, fill in the blanks with the correct spelling of the words in parentheses:

a. If they ______________ (succede/succeed) in their mission, they will ______________ (procede/proceed) as directed.

b. On election day the losing candidate will ______________ (consede/concede) at midnight.

c. The new regulation ______________ (supersedes/supercedes) all previous changes.

61. IZE, ISE, AND YZE

Another group of words ending with the same sound but spelled differently is composed of those ending in the sound iz (long i followed by the z sound, as in the word "prize"). This ending can be spelled ise, ize, or yze. Most words in this group use the spelling ize. However, about 35 words end in ise and among them are exercise, disguise, compromise, surprise, sunrise, supervise, likewise, and advertise. There are only four fairly common words in English ending in yze. They are analyze, catalyze, electrolyze, and paralyze.

Fill in the blank in this sentence:

The ending of a word that is pronounced iz can be spelled in one of three

ways: yze, ise, or ________.

62. In the following sentences, fill in the blanks with the correct spelling of the words in parentheses:

a. He ________________ that the ________________ is part of his basic
(realizes/realises) (exercise/exercize)
training.

b. The war will ________________ trade.
(paralyze/paralize)

c. He will ________________ the theory.
(analize/analyze)

ADDING SUFFIXES TO WORDS ENDING IN E (Frames 63-71)

63. Another spelling problem concerns adding suffixes such as ing, ly, ness, or ous to a word ending in e. Do you know whether to drop or retain the final e before adding a suffix?

Words ending in a silent e usually drop the e before adding a suffix beginning with a vowel (ing, able, ance, ous, ity, ed, ence). For example, if you add ing to the word "write" (which ends in a silent e), you drop the ___ before adding ing.

Complete this sentence:

When a person writes a letter, he is said to be ____________ it.

64. When you add the suffix able to a word ending in a silent e, the e is usually dropped.

Fill in the blanks in the following sentence:

When adding the suffix able to the word "receive," you drop the ____ and

spell it ________________.

65. Complete these sentences by filling in the blanks:

a. When adding the suffix ance or ity to a word ending in a silent e, usually the _____ is dropped.

b. When you add the suffix ance to the word "resemble," you spell it ______________________________.

c. We could not see the enemy because of the _______________ of the fog.
(dense + ity)

66. Words ending in a silent e usually keep the e before a suffix beginning with a consonant (ly, ful, ment, ness, less, ty, some).

Fill in the blanks shown below:

a. The final silent e in a word usually is ______________ before adding a suffix beginning with a consonant.

b. They were warned to be ______________ as they approached the wrecked plane.
(care + ful)

67. Complete these sentences:

a. The word "procure" ends in a silent _____.

b. The sergeant is in charge of ______________________.
(procure + ment)

c. He ended the letter with "_________________ yours."
(Sincere + ly)

68. Complete the following statement by filling in the blanks:

The final silent e in a word usually is ____________________ before adding a suffix beginning with a consonant, and is usually ____________________ before adding a suffix beginning with a vowel.
(dropped/retained) (dropped/retained)

Exceptions: truly and argument.

69. Most words ending in silent e keep the e before a suffix beginning with a consonant. Spell each of the following words correctly adding the suffix shown in parentheses:

a. bare (ness) ____________

b. hope (less) ____________

c. safe (ty) ____________

d. sure (ly) ____________

e. tire (some) ____________

70. Words which end in ce or ge retain the e when able and ous are added, in order to retain the soft sound of the c or g.

marriage + able = marriageable
notice + able = noticeable
courage + ous = courageous

Fill in the blanks shown below:

a. change + able = ____________

b. service + able = ____________

c. outrage + ous = ____________

71. In review of the rules for adding a suffix after final silent e, spell each of the following words correctly by adding the suffix shown in parentheses.

a. state (ment) ____________

b. like (ly) ____________

c. use (ful) ____________

d. make (ing) ____________

e. fame (ous) ____________

f. care (less) ____________

g. awe (some) ____________

ADDING SUFFIXES TO WORDS ENDING IN Y (Frames 72-76)

72. What happens to the final y in a word such as study when a suffix is added?

If the y is preceded by a consonant, usually change the y to i before adding any suffix EXCEPT one beginning with i such as ing.

Using the information above, fill in the blanks shown below:

a. Before adding a suffix such as ed to a word ending in y preceded by a consonant, change the y to ____.

b. When you add the suffix ed to the word "study," you write

73. If you add the suffix ing, or any suffix beginning with an i, to a word ending in y preceded by a consonant, you must keep the y.

Complete these sentences:

a. Ing added to study would be ______________.

b. He is ______________ to earn a marksmanship medal.
(try + ing)

c. She is ______________ her flight bag.
(carry + ing)

d. The instructor is ______________ the test grades.
(copy + ing)

---

74. Fill in the blanks in the following sentences:

a. When you add any suffix, except one starting with an i, to a word ending in y preceded by a consonant, you first change the ______ to ______.

b. If you add the suffix ly to the word "busy," you must change the ______ to i and add ly.

c. John was ______________ engaged in cleaning his rifle.
(busy + ly)

75. Complete the following sentences:

a. When you add the suffix ness to the word "happy," you change the y to ____ and add ness.

b. The state of being happy is called ________________.
(happy + ness)

76. Words ending in y preceded by a vowel do not change y to i before suffixes or other endings.

annoy, annoyed, annoyance
betray, betrayal, betraying
employ, employer, employment

buy, buyer, buying
array, arrayed, arraying
spray, sprayed, spraying

Fill in the following blanks:

a. stay + ing = ______________

b. obey + ed = ______________

c. obey + ing = ______________

IMPORTANT EXCEPTIONS: day, daily; lay, laid; pay, paid; say, said; slay, slain.

IE AND EI WORDS (Frames 77-81)

77. Do you remember the rhyme to help you spell correctly words containing **ie** or **ei**?

Write i before e
Except after c
Or when sounded like a,
As in neighbor and weigh.

Fill in the blanks shown below:

a. When i and e are combined to give the sound of long e (as in relieve), they are usually written ie except after ____.

b. I ________________ your answer is correct.
(believe/beleive)

---

78. Fill in the blanks in the following sentences:

a. The verb receive is spelled with the e before i because these two letters are preceded by the letter _____.

b. To get means to ________________
(receive, recieve)

c. When i and e follow c and the three letters represent the sound of sh, they are written ie, as in efficient and sufficient. A sandwich is ________________ for my lunch.
(meaning enough)

---

79. When i and e are combined to give the sound of long a, they are usually written ei as in neighbor and weigh.

Complete this sentence:

In the nouns veil, sleigh, and vein, ei has the sound of ____________ a.

---

80. Some of the exceptions to the ie rule which are often misspelled are leisure, seize, either, neither, and weird.

Fill in the blanks in the following sentences:

a. Their objective is to ____________ the fort.
(sieze/seize)

b. Among the exceptions to the ie rule are ____________, ____________, ____________, ____________, and ____________.

81. **In review of the rules for ie and ei words, fill in the blanks shown below with the correct letters.**

a. s____ge

b. conc____t

c. n____ther

d. ach____ve

e. l____sure

f. n____ghbor

FORMING PLURALS (Frames 82-99)

82. Do you often wonder whether to add s or es to form the plural (more than one) of a noun? Let's look at some of the most common rules for changing nouns from singular (meaning one) to plural.

The plural of most nouns is formed by adding s to the singular as shown below:

boys, hats, desks, girls

Complete this sentence:

Add ____ to the singular of most nouns to form the plural.

---

83. There are some words such as child, children; foot, feet; man, men; that are irregular and do not follow the principles for forming plurals (plurals formed by adding s or es to the end of words). When in doubt, check the dictionary.

For a noun ending in ch, x, z, sh, or s, add es to form the plural. Examples are shown below:

SINGULAR	PLURAL
church	churches
box	boxes
topaz	topazes
dash	dashes
gas	gases

Complete this sentence:

To form the plural of a noun ending in ch, x, s, sh, or z add _____.

---

84. Fill in the blanks shown below:

a. The word "tax" is an example of a word which ends in x; to form the plural, add _____.

b. The Government is trying to reduce property ______________.
(plural of tax)

85. Fill in the blanks in the following sentences:

a. To form the plural of a word ending in ch, add ____.

b. The plural of approach is ________________.

86. Complete these sentences:

a. Add ____ to form the plural of a noun ending in s.

b. The plural of address is ______________.

87. Fill in the blanks shown below:

a. To form the plural of a word ending in sh, add ____.

b. The noun brush ends in ____

c. The plural of brush is ___________.

88. For nouns ending in y preceded by a consonant (a letter other than a, e, i, o, u, and sometimes y) change the y to i and add es to form the plural.

EXAMPLES:

SINGULAR	PLURAL
inventory	inventories
facility	facilities
berry	berries

Complete this sentence:

The plural of nouns ending in y preceded by a consonant is formed by changing the y to i and adding ____.

As previously stated, irregular plurals are given in the dictionary.

Find the word "woman" in the dictionary. What is the plural of woman? ______

89. Fill in the blanks in the following sentences:

a. To form the plural of the noun army, you must change the y to _____ and add _______.

b. The _____________ (plural of army) of the three nations were placed under one chief.

c. The shepherd led all of his _____________ (plural of sheep) out to pasture.

90. If a noun ends in y preceded by a vowel (a, e, i, o, u, and sometimes y), usually add s without changing the final y.

EXAMPLES:

SINGULAR	PLURAL
journey	journeys
day	days

Complete this sentence:

The plural of nouns ending in y preceded by a vowel is formed by adding ____.

91. Fill in the blanks in these statements:

a. The nouns toy, key, and guy are examples of words which end in y preceded by a ______________.

b. The plural of key is ____________.

92. To form the plural for most nouns ending in o preceded by a consonant, add es. For example, the noun hero ends in o preceded by the consonant r.

Complete these sentences:

a. The plural of the noun hero is ____________.

b. To form the plural of the noun mosquito, you must add es because the word ends in an o preceded by a _________________.

93. Now, fill in the blanks in the following sentences:

a. To form the plural of the noun torpedo, add ______.

b. When the captain sighted the enemy, he shouted, "Man the ________________."
(plural of torpedo)

94. **To form the plural of musical terms ending in o and nouns ending in o preceded by a vowel, add s only. For instance, the noun piano is musical in nature and therefore takes an s to form the plural.**

Complete this sentence:

The plural of piano is ____________.

95. Fill in the blanks in the following statements:

a. The word "studio" ends in an o preceded by a ____________; therefore, an s is added to form the ____________.

b. The plural of studio is ____________.

96. **In forming the plurals of compound terms, the significant word takes the plural form. For example, in the compound noun court-martial, court is the significant word.**

Fill in the blanks shown below:

a. To form the plural of court-martial, add s to ____________.

b. The plural of court-martial is ____________________.

97. Complete these statements:

a. The plural of sergeant major is ____________________.

b. Add ____ to the significant word in a compound noun to form the plural.

98. Now, write the plural form of each of the following compound nouns:

a. surgeon general ____________________
b. major general ____________________
c. brother-in-law ____________________
d. commander in chief ____________________
e. assistant chief of staff ____________________
f. provost marshal general ____________________
g. lieutenant colonel ____________________
h. comptroller general ____________________

99. Many nouns of foreign origin may be made plural by adding s or es; some have more than one plural form; and others retain the plural of the language from which they were borrowed. The Army prefers the English form.

EXAMPLES:

SINGULAR	PLURAL
index	indexes
formula	formulas
memorandum	memorandums

Complete these statements:

a. There are several ____________________ on the major's desk.
(plural of memorandum)

b. If you have any questions about a particular word--how it is spelled, what it means, and so on--you should check the word in a good ____________________.

GENERAL PRINCIPLE (Frame 100)

100. Do you know when to use figures and when to spell out numbers that are used in a sentence? The general principle is to spell out numbers under 10 and to use figures for expressing numbers which are 10 or more. When in doubt about the Army's style for using numerals, check the United States Government Printing Office Style Manual.

FOR EXAMPLE: Of the 13 officers present, two were lieutenant colonels, four were majors, and seven were captains.

Now, fill in the blanks in the following sentence.

The general rule is to ______________ numbers under 10 and to ______________ ____________________ numbers which are 10 or over.

There are several exceptions to this principle. In the following pages we will review several other common rules.

NUMBERS WRITTEN AS FIGURES (Frames 101-105)

101. Regardless of size, always use figures when referring to units of measurement, time, and money.

Time and dates are written in figures.

EXAMPLES: 1100 (the word "hours" is not necessary)
7 hours 6 minutes 25 seconds
4 days
5 May 1969

Complete these statements:

a. The form must be returned within __________ days.
(six/6)

b. Use ______________ for time and dates.

102. Age and measurements also are written in figures.

EXAMPLES:
6 years old
9 meters
7/8 by 16 inches
320 horsepower
20/20 (vision)

Now, complete the following sentence:

Alan, who is ____________ years old, is ____________________ inches tall.
(8/eight) (forty-two/42)

103. Compound adjectives which refer to time or measurement are expressed in figures; other compound adjectives are written out.

EXAMPLES:
5-day week
3-inch guns

but

two-story building
five-man team

Fill in the blank in this sentence:

James has a ____________________ enlistment.
(4-year/four-year)

104. Percentages, proportions, decimals, degrees, and mathematical expressions are written in figures.

EXAMPLES:
6 percent
3 to 1
0.75 inch
longitude $77^{\circ}06'14''$ W
multiplied by 8

Complete the following sentence:

The interest rate on the loan is ______________ percent.
(seven/7)

105. Money is expressed in figures.

EXAMPLES: 39 cents apiece
$12 per pound (not $12.00)

Fill in the blanks in the following statement:

The Army Times may be purchased for __________ (fifty/50) cents a copy at the newsstand or for __________ ($12/$12.00) for a __________ (1-year/one-year) subscription.

NUMBERS WRITTEN AS WORDS (Frames 106-111)

106. There are some circumstances which require numbers to be written as words.

Spell out a number appearing as the first word in a sentence and related numbers near it, as in this sentence:

Fifty or sixty men were wounded.

Complete the sentence shown below by filling in the blank:

A number used as the __________ word in a sentence and related numbers near it should be spelled out.

107. Spell out fractions standing alone, or if followed by of, a, or of an.

EXAMPLE: Our strength has been reduced by one-third.

Fill in the blanks in these sentences:

a. Fractions standing alone are written in __________ (words, numbers).

b. Less than __________ (one-half/ ½) of the population voted.

108. Numbers of less than 100 preceding a compound modifier containing a figure are spelled out.

EXAMPLES: two 29-passenger buses
sixteen 3-inch guns
120 6-inch guns (over 100)

Which of the following is correct? __________ (a/b).

a. There are two hundred 3-inch guns.

b. There are 200 3-inch guns.

109. Use words to express indefinite expressions.

EXAMPLES: a hundred and one reasons
the early twenties

Which of the following is correct? ________.
(a/b)

a. In the gay 90's.

b. In the gay nineties.

110. Use words to express round numbers.

EXAMPLES: a thousand men
a hundred envelopes

Fill in the blank in this sentence:

The building will cost more than ______________________________.
(a million dollars/$1,000,000)

111. Spell out numbers mentioned in connection with serious and dignified subjects, such as Executive orders and legal proclamations, and in formal writing.

EXAMPLES: the Thirteen Original States
in the year nineteen hundred and sixty-nine
the Ninety-second Congress
millions for defense but not one cent for tribute
threescore years and ten

Complete the following statement:

Abraham Lincoln was the ____________________ President of the United States.
(16th/sixteenth)

112. You have now completed the instruction on spelling. Questions concerning this instruction are contained in lesson 1 of the Exercise Booklet. Do this lesson before going on with new instruction.

SPELLING
Solutions for Frames 1-111

1. No response required.

2. a. You are right if you wrote no in the first blank. No means negative.
   b. The word needed here is spelled know and means to have a clear understanding of something.

3. a. c's
   b. accept

4. a. ac
   b. except

5. a. accept
   b. except
   c. except
   d. accept

6. a. advice
   b. advice

7. a. advice
   b. advise

8. a. advise
   b. advice

9. affect

10. a. Effect
    b. Effect

11. a. effect, as a verb means "to bring about."
    b. affect, as a verb means "to influence."
    c. effect, as a noun means "result."

12. capitol

13. No response needed.

14. a. capital, used as a noun.
    b. capitol, used as a noun.
    c. capital, used as a noun.
    d. capital, used as an adjective.

15. complement

16. Compliment, complement

SPELLING SOLUTIONS

a. compliment, used as a noun
b. complement, used as a noun; compliment used as a verb
c. complement, used as a verb

a. council
b. council

. counsel

0. noun

1. a. council, used as a noun.
b. counsel, used as a noun.
c. counsel, used as a verb.

2. course

3. a. coarse (adjective)
b. course (noun)

4. formally

5. a. Formerly
b. formerly

6. hear

7. Here

8. a. here
b. hear

9. it's

0. a. its
b. It's
c. its

1. No response required.

2. a. two
b. latter

33. a. latter
b. later
c. later
d. latter

34. a. loose
b. loose

35. lose

36. a. loose
b. lose
c. lose
d. loose, lose

37. personal

38. Personnel

39. a. personnel
b. personal
c. personnel, personal

40. Precede

41. proceed

42. a. precede
b. proceed

43. le

44. principal
adjective

45. a. principle
b. principal

SPELLING SOLUTIONS

46. a. principal, used as an adjective; principal, used as a noun
    b. principal, used as a noun
    c. principle(s), used as a noun

47. sight

48. cite

49. a. site
    b. sight
    c. cite

50. there

51. their

52. They're

53. a. They're
    b. there
    c. their

54. No response required.

55. a. too
    b. to

56. a. two
    b. too, to
    c. too, to

57. You're

58. a. your
    b. you're

59. a. supersede
    b. proceed, succeed, exceed

60. a. succeed, proceed
    b. concede
    c. supersedes

61. ize

62. a. realizes, exer
    b. paralyze
    c. analyze

63. e
    writing

64. e, receivable

65. a. e
    b. resemblance
    c. density

66. a. kept
    b. careful

67. a. e
    b. procurement
    c. Sincerely

68. retained, dropped

69. a. bareness
    b. hopeless
    c. safety
    d. surely
    e. tiresome

70. a. changeable
    b. serviceable
    c. outrageous

71. a. statement
    b. likely
    c. useful
    d. making
    e. famous
    f. careless
    g. awesome

SPELLING SOLUTIONS

72. a. i
b. studied

73. a. studying
b. trying
c. carrying
d. copying

74. a. y, i
b. y
c. busily

75. a. i
b. happiness

76. a. staying
b. obeyed
c. obeying

77. a. c
b. believe

78. a. c
b. receive
c. sufficient

79. long

80. a. seize
b. leisure, seize, either, neither, weird

81. a siege (i before e)
b. conceit (e before i after c)
c. neither (exception)

d. achieve (i before e)
e. leisure (exception)
f. neighbor (e before i for long a sound)

82. s

83. es

84. a. es
b. taxes

---

85. a. es
b. approaches

86. a. es
b. addresses

87. a. es
b. sh
c. brushes

---

88. es
women

89. a. i, es
b. armies
c. sheep

90. s

91. a. vowel
b. keys

92. a. heroes
b. consonant

93. a. es
b. torpedoes

94. pianos

95. a. vowel, plural
b. studios

96. a. court
b. courts-martial

97. a. sergeants major
b. s

pages tightly bound

SPELLING SOLUTIONS

98. a. surgeons general
b. major generals
c. brothers-in-law
d. commanders in chief

e. assistant chiefs of staff
f. provost marshal generals
g. lieutenant colonels
h. comptrollers general

99. a. memorandums
b. dictionary

100. spell out
use figures for

101. a. 6
b. figures

102. 8
12

103. 4-year

104. 7

105. 50, $12, 1-year

106. first (Numerals are spelled out at the beginning of a sentence. Rephrase a sentence to avoid beginning with figures.)

107. a. words
b. one-half

108. b (Use figures for numbers 100 or over which precede a compound modifier containing a number.)

109. b (Write out indefinite expressions.)

110. a million dollars

111. sixteenth

ANCOC

COMMON CORE

CAPITALIZATION

(PROGRAMMED INSTRUCTION)

CM01

US ARMY ENGINEER SCHOOL

FORT BELVOIR, VIRGINIA

1.

PREVIEW FRAME

As anyone knows who has ever read a sentence in English, every letter in the alphabet may be written as a CAPITAL LETTER, or as a small letter.

Although you are probably so accustomed to capitalization that you barely notice it when you read, proper capitalization is of great use to you in helping you understand the written word. Capital letters are signs of the beginning of sentences, of names of people and places, of days of the week, and of many other types of words which you, as a reader, must take note of. The capital letter alerts you to what is taking place or to what is being said.

In this lesson you will learn when capitalization is required and how it is used.

NO RESPONSE REQUIRED

2.

Get out!
Please leave the room.
Why don't you forget about it and go?
It would be better if you left.

Above are four instances of the most common type of capitalization. We say a word is capitalized if it begins with a capital letter as do the underlined words above.

Which one of the following best sums up the rule of capitalization exemplified by all four of the illustrations above?

Capitalize the first word of every command.

Capitalize the first word of every question.

Capitalize the first word of every sentence.

Which of the words below should be capitalized?

they spent the day on the beach.

she explained that they spent the day on the beach.

did they spend the day on the beach?

3.

WRITE the words in the following selection that should begin with capital letters.

we asked her if she would like to help us. she was angry that we could have thought her capable of refusing. who could have imagined that? incredible! we were amazed that she, the only daughter of a rich and doting father, pampered and spoiled all her life, should be so eager.

4.

Another major use of capitalization is to designate the names of people and places.

Jane Fields, my brother Harry, Professor Peterson, Aunt Lucy, Mrs. Harris, and three doctors gathered for the meeting on Elm Street. There they elected a president for their new organization. One of my cousins was supposed to be there, but she was ill and went to see Dr. Stone instead.

The examples given below are all in small letters. On the basis of the above selection, CHECK the types of words that should be capitalized.

first names

family names

family relations (e.g., sister, uncle, niece)

titles of people when they accompany their names (e.g., uncle Tom, mayor Leonards, judge Harkness)

titles not accompanying names (e.g., an uncle, a mayor, a judge)

names of streets

types of groups (e.g., club, committee, company)

5.

All names of people, places, organizations, and the like, are capitalized. In addition, all titles accompanying names are capitalized, while those which do not are not.

Consider the following example:

> Last year three new judges were elected. Judge Coleman was among them.

WRITE the words in the following sentences that should begin with capital letters.

My aunt sue went to see a doctor about her cold.

My brother was elected chairman of a new club called the greybeards.

Yesterday I saw mrs. smith and her daughter.

I think mayor richards is the youngest mayor we have ever had.

6. Remember that only words referring to people, places, or things by name should be capitalized.

Which of the words in the paragraph below should not be capitalized?

Tomorrow my Brother and my Cousin are visiting a new Lawyer on Elm Street. The Lawyer, whose name is John P. Riley, is a member of the Bar Association. His partner is another Lawyer who was once a Professor at State University. His name is Mr. Green and he is the Uncle of one of the richest Bank Presidents in town.

7.

WRITE the words in the sentences below that should be capitalized.

> tom smith, my sister, and uncle sidney all came on time.
>
> There were three doctors there, one of which was dr. rocklin.
>
> mr. and mrs. townsend brought their daughter melissa.

8.

As was mentioned before, just as names of people are capitalized, so are names of places capitalized. This includes nations, states, cities, parks, buildings, geographical regions, and the like. Every word in the name must be capitalized.

Places are only capitalized, however, when they are referred to by name, as in the following example:

> New York City is the greatest city in the world.

WRITE the words in the sentences below that should be capitalized.

The middletown public library building is situated just outside chestnut park. chestnut park is the only park in that part of town and many of the larger streets in the neighborhood lead into it. One of its main gates opens onto oak street and grayson boulevard.

9.

Examine the following sentences for words indicating direction.

> California lies west of Texas.
>
> California is in the West.

The words, north, south, east and west are capitalized when they indicate:

> direction
>
> a section of the country or a geographical region
>
> both of the above

WRITE the numbers of the words that should be capitalized.

1
Birds travel south in winter because they know
2
that it is warmer in the south than in the
3
north.

10. Remember that a word is capitalized only if it refers to a specific place, section, or geographical region. WRITE the numbers of the words which should be capitalized. I have never seen Eskimos since they live in the $\overset{1}{\underline{\text{north}}}$ and I have never been $\overset{2}{\underline{\text{north}}}$ of Columbus, Ohio. The plane made a sudden turn to the $\overset{3}{\underline{\text{southwest}}}$. Even though she grew up in the $\overset{4}{\underline{\text{east}}}$, she soon learned to feel at home in the $\overset{5}{\underline{\text{southwest}}}$.	1 4 5
11. WRITE the words in the sentences below that should be capitalized. I live just south of central park, the largest park in new york city. Their new office is located in the chase manhattan building. Mary's mother comes from the south, just north of selma, alabama.	
12. Just as names of places are capitalized, so are names of nationalities and languages, as in the sentence below. Tom is Portuguese by birth. He speaks Portuguese fluently and French like a Frenchman. Unfortunately, he is not as good at learning mathematics and physics as he is at learning languages.	

CHECK the examples below that are incorrectly capitalized:

a Genius
a Red-haired man
Irish
a Geography book
a Spanish costume
a Millionaire
an Englishman
a Chinese book

13.

Just as names of places are capitalized, so are names of nationalities and languages.

WRITE the words below that should be capitalized.

The latin teacher remarked that many languages such as french, italian and spanish come from the language spoken by the romans in days of old. However, the romans did not excel in their treatment of arithmetic, and the arabic number system has replaced roman numerals in the world today.

14.

WRITE the words in the sentences below that should be capitalized:

Professor Dumont is a frenchman who speaks indian and hebrew.

He is a professor of languages, geography, and economics.

15.

Not only names of people, but names of literary compositions such as titles of books, songs, poems, and the like must be capitalized.

Consider the following two titles carefully.

The King and I

And Then There Was You

In the upper title all the words are capitalized except ____________.

Compare this to the lower title.

The comparison suggests that this word is not capitalized when it occurs:

at the beginning of a title
inside a title
both of the above

---

16. The general rule is that all words in a title should be capitalized except small connecting words such as: on, a, of, in, and, the. However, if these words occur at the beginning of a title, then they are capitalized.

WRITE the following titles using proper capitalization.

the sea around us

a treasury of poetry

of mice and men

in the still of the night

17.

Important exceptions to remember are:

on, a, of, in, and, the

COMPARE the following two titles:

In Search of a Rainbow

A Road in the Desert

On the basis of the examples above, WRITE the words below that are incorrectly capitalized.

The Wizard Of Oz

In Tribute to A Friend

Song Of A Lark

I Sent You All My Love

Up On High

A Stroll In The Park

18.

Names of days, months, and literary or musical compositions should be capitalized.

Remember, no matter what word a title begins with, the first word in the title is always capitalized.

Using rules above, WRITE the words below that should be capitalized.

On the third sunday of november we met to discuss a new book entitled a night on a star. We decided that two weeks later, which would be the first sunday in december, we would compare this book with another by the same author, entitled in a moment of weakness.

19.

WRITE the words in the sentences below that should be capitalized.

Try singing "the ragman."

Have you read portrait of a soldier?

On saturday, february 3, we finished a tale of two cities.

His book is called peace on earth.

20.

First letter of words in a listing within a sentence are not capitalized.

Consider the following example:

Sentences are classified, according to the number and kind of clauses they contain, as (1) simple, (2) compound, (3) complex, or (4) compound-complex.

Words in a listing within a sentence ______________ capitalized.
are / are not

21. Capitalize only the first word of each item in an outline unless a proper noun appears.

Consider the following example:

Special staff officers may include the following:

a. Ammunition officers.
b. Motor officers.
c. Artillery officers.

The first word of terms or items listed in an outline in column form should ______________ capitalized.
be / not be

22. Capitalize days of the week, holidays, and other calendar items. Do not capitalize seasons of the year.

Check the examples below that require capitalization.

sunday
christmas
memorial day
spring
winter
tuesday

23. Do not capitalize the first word of material within parentheses or dashes unless it is a proper name, part of a proper name, or begins a quote.

What word should not be capitalized in the following sentences?

The company was moved (This had been decided previously) to a new location.

He told me--But perhaps I shouldn't talk about it-- that the colonel made the decision.

24. Do capitalize the first word of a direct quotation.

The first word of a quoted statement should ______________ capitalized.
be / not be

Consider the following examples:

The order read, "Attack at 0600."

The question is, "Are they right?"

He said, "I like the army."

What word or words should be capitalized in the following sentences?

The soldier stated that he refuses to work.

The soldier said, "i refuse to work."

25. In general, an abbreviation is capitalized if the word(s) abbreviated is capitalized.

Note: Usually, military abbreviations are written without spacing or periods.

In review of the above rule, consider the following examples:

Army Regulation	AR
California	CA
paragraph	para
September	Sep
United States	US
feet	ft
Master Sergeant Jones	MSG Jones
chapter	chap
figure	fig
number	no
page	p

WHEN TO USE CAPITALIZATION

BEGINNING OF A SENTENCE

Examples: Get out!
Please leave the room.
Why don't you stay?
It would be better that way.

NAMES OF PEOPLE AND PLACES

Capitalize the full names of people.

Example: Judith Gail Thompson

Capitalize titles of people but only when they accompany names.

Examples: Judge Jones, Uncle Tom, Mayor Brice, Mrs. Rice, Sergeant Jenkins but not, a judge, an uncle, a mayor or a sergeant.

Capitalize the full names of streets, cities, states, countries, buildings, parks, and the like.

Examples: the Chase Manhattan Bank, Yosemite National Park, State Street, Elm Drive.

Capitalize the words, north, south, east, and west when they designate a section of the country, but not when they indicate direction.

Examples: California is in the West.
California lies west of Texas.

Capitalize the names of languages, but not other subjects.

	Example: The Latin professor teaches French and German. but, The Latin professor teaches French, mathematics and geography.
	Capitalize names of nationalities. Examples: He is Portuguese. Tom is an Englishman.
NAMES OF LITERARY WORKS	Capitalize the full names of all literary works or compositions, such as titles of books, songs, and poems. Examples: And Then There Was You The Sea Around Us Exception: Do not capitalize small connecting words in a title such as, on, a, of, in, and, the, unless they occur at the beginning of the title. Examples: In the Still of the Night
NAMES OF DAYS AND MONTHS	Capitalize the names of days of the week and months of the year. Examples: The last day I remember is Saturday, February 21.
FIRST WORD IN A DIRECT QUOTATION.	Example: The girl said, "The book is good but too long." I said, "Can't you go?"

FIRST LETTER OF WORDS IN COLUMN OUTLINE	Capitalize only the first item or word in column outline unless a proper noun appears. **Example:** He visited the following countries: a. East Germany b. West Germany c. Russia d. The mountains of Austria

CAPITALIZATION
Solutions for Frames 1-24

1. No response required.

2. ...every sentence
   they ...
   she ...
   did ...

3. We asked her if she would like to help us. She was angry that we could have thought her capable of refusing. Who could have imagined that? Incredible! We were amazed that she, the only daughter of a rich and doting father, pampered and spoiled all her life, should be so eager.

4. first names
   family names
   titles of people...
   names of streets

5. My Aunt Sue went to see...
   ... The Greybeards.
   Yesterday I saw Mrs. Smith...
   I think Mayor Richards...

6. Tomorrow my brother and my cousin are visiting a new lawyer on Elm Street.
   The lawyer, whose name is John P. Riley, is a member of the Bar Association.
   His partner is another lawyer who was once a professor at State University.
   His name is Mr. Green and he is the uncle of one of the richest bank presidents in town.

7. Tom Smith, my sister, and Uncle Sidney all came on time.
   There were three doctors there, one of which was Dr. Rocklin.
   Mr. and Mrs.Townsend brought their daughter Melissa.

8. The Middletown Public Library Building is situated just outside Chestnut Park. Chestnut Park is the only park in that part of town and many of the larger streets in the neighborhood lead into it. One of its main gates opens onto Oak Street and Grayson Boulevard.

9. a section of the country...
   2, 3

10. 1, 4, 5

11. I live just south of Central Park, the largest park in New York City.
    Their new office is located in the Chase Manhattan Building.
    Mary's mother comes from the South, just north of Selma, Alabama.

12. a Genius
    a Red-haired man
    a Geography book
    a Millionaire

13. The Latin teacher remarked that many languages such as French, Italian and Spanish come from the language spoken by the Romans in days of old. However, the Romans did not excel in their treatment of arithmetic, and the Arabic number system has replaced Roman numerals in the world today.

14. Professor Dumont is a Frenchman who speaks Indian and Hebrew. He is a professor of languages, geography, and economics.

15. and
inside a title

16. The Sea Around Us
A Treasury of Poetry
Of Mice and Men
In the Still of the Night

17. The Wizard of Oz
In Tribute to a Friend
Song of a Lark
I Sent You All My Love
Up on High
A Stroll in the Park

18. On the third Sundayof November we met to discuss a new book entitled A Night on a Star. We decided that two weeks later, which would be the first Sunday in December, we would compare this book with another by the same author, entitled In a Moment of Weakness.

19. Try singing "The Ragman."
Have you read Portrait of a Soldier?
On Saturday, February 3, we finished A Tale of Two Cities.

20. are not

21. be

22. Sunday
Christmas
Memorial Day
Tuesday

23. this
but

24. be
No additional capitalization required. The sentence is not a direct quotation.
I

ANCOC

COMMON CORE

PUNCTUATION

(PROGRAMMED INSTRUCTION)

CM01

US ARMY ENGINEER SCHOOL

FORT BELVOIR, VIRGINIA

PUNCTUATION

The purpose of this programmed text is to give you suggestions and rules for punctuation usage. The scope of this text includes the basic principles of punctuation and the correct usage of commas, colons, semicolons, dashes, quotation marks, italics, hyphens, apostrophes, parentheses, brackets, and end punctuation.

INSTRUCTIONS:

1. Carefully read the "Rules for Punctuation" as outlined on pages 1 through 7. Study the examples that are given for each rule.
2. The material is presented in short sequences on the following pages. Read the first sequence carefully and, if it requires an answer, write or print the correct answer in the space provided. Not all sequences require an answer.
3. It is very important to read each sequence carefully.

RULES FOR PUNCTUATION

,,,,,,COMMA,,,,,,

1. Use commas with coordinating conjunctions when they join two independent clauses.

   a. Sergeant Hanna was awarded the Bronze Star Medal, and Sergeant Jones received the Purple Heart.

Be Careful!

Watch out for simple sentences with compound verbs. No comma is required in the following sentence.

   b. Major Johnson had courage and never hesitated to volunteer his unit for tough assignments.

2. Use commas to separate items in a series.

   a. The air was quiet, thin, and gray.

   b. She ran down the hill, across the road, and into the house.

   c. We had ham, eggs, and toast for breakfast.

3. Use commas between parallel adjectives when they modify the same noun.

   a. Commas are difficult, annoying punctuation marks.

   b. He woke up to a cold, windy day.

Use commas to

4. Set off parenthetical expressions and words.

   a. He was, by the way, a good first sergeant

   b. Trees, regardless of the time of year, are beautiful.

   c. The task, however, was too difficult.

   d. Besides, Bravo Company has already moved out.

5. Use commas with nonrestrictive clauses.

Envision the following scene. Several pies are setting in a kitchen. One is on the window ledge. Now, carefully study the following sentence:

   a. The apple pie that was on the window ledge was stolen. (No commas are required. "That was on the window ledge" identifies a certain pie. If you remove this clause from the sentence, the sentence fails to identify the specific pie and loses meaning. The clause is, therefore, restrictive.)

Envision the following scene. There are several pies in the same kitchen. There is only one apple pie. The rest are blueberry, pecan, and mince. Now, carefully study the following sentence:

b. The apple pie, that was on the window ledge, has been stolen.

(Since there was only one apple pie, "that was on the window ledge" is not necessary to identify the specific apple pie. If the clause is removed, it does not restrict the meaning of the sentence; therefore, it is nonrestrictive, and it should be set off with commas.)

6. Use commas to set off nonrestrictive appositives.

   a. Sergeant Jones, the supply sergeant, is ill today.

   b. My grandson Bobbie is visiting me. (In this sentence, other grandsons exist. Bobbie identifies a certain grandson. Bobbie is restrictive and commas are not required.)

7. Use commas to set off words in direct address.

   a. Private Jenkins, take this message to Colonel Porter.

   b. When you finish this report, Sergeant Johnson, take it to the colonel.

8. Use commas to set off adjectives which follow the nouns they modify.

   a. The weather, cold and foggy, delayed the operation.

(In most all cases, adjectives would precede the noun they modify)

   b. The cold and foggy weather delayed the operation.

9. Use commas to set off introductory words, phrases, and clauses.

   a. When opening a sentence with an adverbial clause, use a comma.

   b. When you hear the facts, you will change your mind.

   c. During the first three months, the unit's morale was low.

   d. Having eaten the large meal, he wanted to sleep.

10. Use commas to supplement other punctuation and to prevent misunderstanding.

   a. She said, "Wait until I return."

   b. I asked, "when do we go?"

   c. To Rome, Britain was a barbaric outpost.

   d. With Joe, Cook built an empire.

11. Use commas to set off items in addresses and geographical locations.

   a. New York, New York

   b. 119 Lincoln Street, Fort Wayne, IN 46218

12. Never separate a subject or object from its verb with a single comma.

   a. The unit in the meantime, attacked the objective. (WRONG)

   b. The unit, in the meantime, attacked the objective. (RIGHT)

   c. The man said, that the tires were guaranteed. (WRONG)

   d. The man said that the tires were guaranteed. (RIGHT)

;;;;;;SEMICOLON;;;;;;

1. Use a semicolon to separate two or more independent clauses when coordinating conjunctions are not used.

   a. Jack ran to the formation; he was too late.

   b. She tried to move rapidly through the store; she was still pushed around by the large crowd.

2. Use a semicolon to separate items in a series when commas have already been used.

   a. Jose, the banker; Sam, the plumber; and George, the dentist, were at the Kiwanis meeting.

   b. Jack, who resided in Texas; Jim, who came from Illinois; and Mike, who came from Wisconsin, were at the convention.

3. Use a semicolon to set off conjunctive adverbs. (Conjunctive adverbs are however, although, therefore, and nevertheless). These are normally used in the middle of the sentence.

   a. He received a low grade; however, he passed the course.

   b. The soldier tried; therefore, he was given some credit.

::::::COLON::::::

1. The colon is used to indicate that something will follow. Words such as "these," "the following," or "as follows," normally precede the colon.

   a. He visited the following countries: Germany, Ireland, and Finland.

   b. His attributes were as follows: beauty, physical dexterity, and intelligence.

2. The colon is used to introduce other material.

For example: For Sale:
Dear Sir:
Gentlemen:
Subject:

""""""QUOTATION MARKS""""""

1. use quotation marks to inclose direct quotations, slogans, slang expressions, or ordinary words used in other then their usual fashion.

   a. The major asked, "What time is it?"

   b. The slogan "Prevent forest fires" is well known.

   c. The students "bugged" out.

ITALICS AND UNDERLINING

1. Use underlining to set off foreign words included in an English context.

   a. They wished him bon voyage.

2. Use underlining to identify the names of books, newspapers, periodicals, pamphlets, plays, long poems, musical works and movies.

   a. He read Harper's Magazine from cover to cover.

   b. The book Carry the Wind is a western adventure novel.

   c. Did you see Gone With The Wind?

3. Underline the names of ships, aircraft, spacecraft, and works of art.

   a. The Queen Mary was a great ship.

   b. The USS Nautilus is a submarine.

   c. Air Force One is constantly on the go.

((((((PARENTHESES))))))

1. Use parentheses to show that inserted material is remote or independent from the rest of the sentence.

   a. The attack (only heaven knows why it was ordered!) began at daybreak.

2. Use parentheses to set off matter not intended to be part of the main statement.

   a. The practical exercise (see fig 2) is lengthy.

   b. The Enlisted Efficiency Report (EER) is often misused.

3. Use parentheses to enclose figures or letters within a sentence.

   a. Each entry will be judged on (a) originality (b) color and (c) design.

-- -- -- -- -- --DASHES-- -- -- -- -- --

1. Use the dash to set off a sudden break in thought, interruption in dialogue, an introductory series, and a parenthetical element for emphasis or clarity.

   a. They are up for reelection--if they live that long.

   b. "What--What do you mean," said the bewildered commander.

   c. Able bodied, physically fit, and quick witted--he was all of these.

   d. Most of these weapons--often found in layers of soil--are rusted beyond recognition.

[[[[[[BRACKET]]]]]]

1. Brackets are used in transcripts, congressional hearings, and testimonies in court, etc.

   a. The old sergeant [coughing] related his story during World War I.

   b. Good morning. [pause] I have been asked . . . .

   c. The witness [standing] shouted loudly.

''''''APOSTROPHE''''''

1. Apostrophes are used to show possession.

   a. The boy's soft coat was lost.

   b. The pencil's eraser fell off.

   c. Moses' money was on the table.

   d. James' shirt was ripped.

2. Use the apostrophe in contractions to show that letters have been omitted.

   a. They're (they are).

   b. We're (we are).

   c. Won't (will not).

......PERIODS......

1. Use the period after declarative, mildly imperative sentences, and after indirect questions

   a. Everyone should see Gone With The Wind.

   b. Learn how to drive defensively.

   c. She asked if he could take her home.

2. Use periods for abbreviations unless contraindicated by military style.

a.	Mr.	e.	etc.
b.	Mrs.	f.	St.
c.	Dr.	g.	ft.
d.	Ph.D.	h.	bldg.

3. Use the ellipsis mark (three spaced periods) to indicate the omission of one or more words within a quote.

a. As Wolfers states, "Britain was not averse in principle to changes in treaties . . . ," which shows Britain's flexibility.

If the ellipsis is used at the end of the sentence, another period should be added to complete the sentence.

!!!!!!EXCLAMATION POINT!!!!!!

1. Use the exclamation point after an emphatic interjection and after a phrase, clause, or sentence to express a high degree of surprise or strong emotion.

   a. Wow! what did you do?

   b. Be Quiet!

   c. Join now! Get involved!

??????QUESTION MARK??????

1. Use the question mark after a direct question.

   a. Who turned the lights on?

   b. He asked, "who started the riot?"

   c. "Who started the riot?" he asked.

STUDENT NOTES ON PUNCTUATION

IMPORTANCE OF PUNCTUATION

1. Punctuation is a device to clarify the meaning of written or printed language. Well-planned word order requires a minimum of punctuation.

The general principles governing the use of punctuation are (1) that if it does not clarify the test it should be omitted, and (2) that in the choice and placing of punctuation marks the sole aim should be to bring out more clearly the author's thought. Punctuation should aid in reading and prevent misreading.

a. Sometimes the careless omission of a comma can lead to a humorous statement as in the following sentence:

Wrong: While they ate the other men prepared for departure. (A first glance at the sentence gives the impression that they ate the other men.)

Right: While they ate, the other men prepared for departure.

Correct usage of the comma in the above sentence clarifies the meaning. Clarity is the primary function of punctuation.

2. (Continued from frame 1.)

b. In its simplest sense, punctuation in writing takes the place of pauses and emphasis in speaking. One test for effective punctuation is to read your writing aloud; if you pause or use emphasis where the punctuation appears, your punctuation is placed correctly.

c. Present-day writers minimize punctuation and rely on skillful phrasing to make the meaning clear. If a sentence requires a lot of punctuation, it is likely to be long and hard to understand. In addition, excessive punctuation tends to break the smooth flow of words. If your sentences seem overly punctuated, try rewriting them for greater effectiveness.

(Frames 3-40)

COMMA

3. The comma is the most frequently used punctuation, and it causes the most trouble. It indicates the smallest break in the continuity of thought or sentence structure.

The first rule will deal with main or independent clauses. Independent clauses contain their own subject (the subject may be implied) and their own verbs. These clauses can stand alone.

He Fell

Modern technology is changing the concept of warfare.

Think, and your soldiers will survive. (The subject is implied) (You) think, and your soldiers will survive.

4. Use commas with coordinating conjunctions when they join two independent (main) clauses. The words "and, or, but, nor, for, so and yet" are coordinating conjunctions.

An independent clause (also called a main clause) makes a complete sentence and can stand alone. When two independent clauses are used in the same sentence and are joined by a coordinating conjunction they must be seperated by a comma.

Shown below are three examples of sentences which have two independent clauses joined together by a coordinating conjunction.

The captain is a good student in logistics, for he is well acquainted with this field.

He was still undecided about issuing the order to attack the enemy on the 20th, but he knew that an attack was essential to prevent the enemy from reuniting his forces.

Sergeant Hanna was awarded the Bronze Star Medal, and Sergeant McMahon received the Army Commendation Medal.

---

5. Place a comma in each of the following sentences where two independent clauses are joined together with a coordinating conjunction:

   a. Captain Barks went home and Major O'Day stayed at the bowling alley.

   b. There was an elevator for the use of visitors but John decided to walk up the steps.

   c. The door must be kept closed or the kitten will run away.

6. Complete the following sentence:

   Two independent clauses joined together by a coordinating conjunction must be seperated by a ____________________.

7. Remembering the rule that two independent clauses joined together by a coordinating conjunction must be seperated by a comma, punctuate the following sentences correctly:

   a. Suddenly the wind began to blow strongly and the rain poured down.

   b. The applause of the audience grew louder and louder for Bob Hope came on the stage.

8. Use commas to separate three or more words, phrases, or clauses (including coordinate adjectives) that form a coordinate series.

Current military practice requires the use of the comma before the conjunction, as shown in the following examples:

He distributed arms, ammunition, and food. (Series of nouns.)

The instructor was thoroughly familiar with his subject, had a pleasant speaking voice, yet failed to hold the interest of his students. (Series of verbs.)

Punctuate the following sentences:

a. He sings whistles and dances in the entertainment.

b. Jeeps trucks and tanks were all in the convoy.

c. Apples oranges and bananas were in trays on the table.

d. The private typed the letters stencils and reports.

9. Punctuate the following sentences:

a. His room is bright clean and quiet.

b. He aimed he fired and he saw him fall.

c. This is a government of the people by the people and for the people.

d. He knew that he would be late that he would miss chow and that he would be punished.

10. Supply the needed commas:

a. He ran down the hill across the road and into the tall grass.

b. The flag is lowered from the staff it is completely folded for the night and the guard escorts it off the field.

c. The lieutenant said that the tires were worn out that the engine used too much oil and that the horn would not work.

d. He is a greedy thoughtless insensitive boy.

11. Although it's not wrong to omit the comma between the last two items of a series, many writers prefer to use this comma--especially in formal writing or Army writing (AR 340-15, para 7-24(5)).

Examples of correct punctuation:

1. Gas, electricity, and water are included in the rent. (formal)
2. Gas, electricity and water are included in the rent. (informal)

In the blank below use the correct punctuation mark to be used for formal or Army writing.

Use ____________ to separate three or more words, phrases, or clauses

12. Use commas between parallel adjectives when they modify the same noun. When the conjunction and could be used between the adjectives but is omitted, the commas must be used. Examples are:

The cumbersome, noisy tank lumbered across the field.
Europe expects to have a long, severe winter.

but

He wore a combed cotton shirt. (If the word modifies the following adjective instead of the noun, do not separate the two words by a comma.)

What coordinating conjunction could be used in the first two examples to replace the comma between the parallel adjectives?

a. ____________. b. ____________

Another valid test of parallel adjectives is to turn the adjectives around, that is, to put one before the other. If the sentence still makes sense, the adjectives are parallel, and a comma is required between them.

13. What punctuation mark could be used in the following sentences to replace the coordinating conjunction and? A ____________

a. A rough and wild sea made the landing difficult.

b. His ragged and dirty fatigues were soon replaced with a clean and new outfit.

c. The sergeant was a keen and watchful man.

____

14. Be careful! If the word modifies the following adjective instead of the noun, do not separate the two words by a comma.

What punctuation is needed in the following sentences?

a. His dark brown hair was neatly cut. ____________

b. He wore a dark green beret with his uniform. ____________

c. The very tired private returned from his mission. ____________

Caution! In the above sentences, "dark" modifies the adjectives brown and green, and "very" modifies tired.

15. Another use of commas is to set off explanatory material which is not essential to grammatical construction or to the main thought. When commas are used in this fashion, they have the effect of weak parentheses. The words they inclose supplement but do not change the meaning of the entire sentence.

For example: You may, if you wish, leave your gear in this closet.

He was, by the way, a good first sergeant.

Here are some examples of parenthetical expressions:

To tell the truth; on the [illegible]; for example.

16. Use commas with nonrestrictive clauses. Clauses which could be inclosed in parentheses without changing the meaning of a sentence are nonrestrictive clauses and should be set off by commas. However, clauses which so limit or modify the sense of a thought that they are essential to its meaning are restrictive clauses; they should NOT be set off by commas.

Nonrestrictive: Alpha company$_\perp$ which was on our left$_\perp$ made a surprise withdrawal. (There was only one company; commas are needed.)

Restrictive: A company which was on our left made a surprise withdrawal. (More than one company is involved; the one on the left withdrew. Commas should not be used.)

Punctuate the following sentences:

a. Captain Jones who is my tactics instructor spoke to me.

b. The captain who spoke to me is my tactics instructor.

---

17. Complete the following sentences:

a. Clauses which could be inclosed in parentheses without changing the meaning of a sentence are ______________ clauses and should be set off by ______________________________.

b. Clauses which so limit or modify the sense of a thought that they are essential to the meaning are ______________ clauses; they should ____________________ be set off by commas.

18. Use comas with nonrestrictive appositives. Words or phrases which follow a noun and mean the same thing (appositives) are treated as inserted elements. Nonrestrictive appositives are set off with commas, and restrictive appositives are not.

Nonrestrictive: Lieutenant Black$_\perp$ the supply officer$_\perp$ is ill today.
Nonrestrictive: The supply officer$_\perp$ a lieutenant$_\perp$ saluted and departed.

Restrictive: The destroyer Ferguson swerved. (There are many destroyers; only the Ferguson is discussed.)

Restrictive: My grandson Bobbie is visiting me. (Other grandsons exist.)

Nonrestrictive: My grandson, Bobbie, is visiting me. (There is only one grandson.)

19. In the following sentences, place commas if they are needed to punctuate an appositive:

a. Sergeant Dailey the mess steward at the consolidated mess was late this morning.

b. Private O'Lasky a former tennis player won the match easily.

c. Catherine Clymer the guest lecturer was presented the Defense Informatic School's speaker's plaque.

20. Complete the following sentences:

a. Words or phrases which follow a noun and mean the same thing (__________) are treated as inserted elements.

b. Nonrestrictive appositives are set off with commas, and __________ appositives are not.

21. Supply the missing words:

a. Use __________ with nonrestrictive appositives.

b. Restrictive appositives __________ set off with commas
(are/are not)

22. Use commas to set off words used in direct address.

Private Jones, take this message to the adjutant.
When we finish this report, Colonel Williams, we will bring it to you.

Punctuate the following sentences:

a. Take a letter Miss Jones.

b. Captain Reger will you give the address at the graduation ceremony?

c. Come with us Michael and help us.

d. I suppose Captain Fryer that you enjoyed the movie.

23. Complete the following sentence:

Use __________ to set off words used in direct address.

24. Use commas to set off adjectives which follow the nouns they modify. Adjectives usually precede the nouns they modify; but if you want to emphasize the adjectives you may place them after the nouns they modify.

Weapons carriers, armored or unarmored, are designed for rough use.
The weather, cold and foggy, had driven almost everyone indoors.

25. Punctuate the following sentences correctly:

a. The recruits tired and dirty were glad when the detail was completed.

b. These soldiers sharp and aggressive can hold their own with anyone.

c. Field library units contain quantities of books paperback and hardback for the troops.

---

26. Fill in the blanks in the sentence below:

Use ________________ to set off adjectives which follow the ____________ they modify.

27. Use commas with certain introductory words, phrases, or clauses, and certain concluding phrases and clauses. Often, explanatory material is used to introduce a sentence.

Use a comma after an adverb clause that comes at the beginning of a sentence ahead of the main clause.

Examples of correct punctuation:

You will change your mind when you hear the facts.

When you hear all the facts, you will change your mind.

Do not use the comma when the clause comes at the end.

28. Use commas where needed in the following sentences:

a. During the past two months the Technical Library at Gates-Lord Hall has received many new books.

b. Since this time last year five men have retired from our department.

c. Under the new leader's expert direction the band improved greatly.

d. After the first test critique the captain understood that block of instruction much better.

29. Fill in the blanks in the sentences below:

If the clause comes at the ____________, use a comma.

If the clause comes at the ____________, don't.

30. Use commas to set off introductory verbal phrases.

Having eaten, he wanted to sleep. (Having eaten is a participial phrase.)

To succeed in your work, you must apply yourself. (To succeed in your work is an infinitive phase.)

but

Having to eat made him late. (Having to eat is a gerund phrase used as the subject of the sentence; therefore, it must not be set off by a comma).

31. Add any punctuation that is needed in the following sentences:

a. Having studied he was confident he would pass the course.

b. To jog is good exercise.

c. Acting on the advice of Captain Helms he bought his race tickets in January.

d. Playing chess requires concentration.

e. Taking their seats they watched the program.

f. After watching the movie Sergeant Davis went to the club.

g. To catch the bus Private Sears had to run.

32. Set off parenthetic and transitional words if pauses are clearly indicated. A few of these words are besides, first (and other words of enumeration), for example, for instance, finally, further, furthermore, however, moreover, no, on the contrary, on the other hand, perhaps, to begin with, to be sure, yes.

Besides, we want to learn more about your plans.

First, give me your name and address.

The task, however, is not a difficult one.

Punctuate the following sentences correctly:

a. The helicopter came finally to pick up the weary soldiers.

b. Sergeant Mathis however went on sick call.

c. Captain Blanchard for example had his report neatly typed.

d. Captain Tatom on the other hand handed in his report written in pencil.

33. More introductory phrases. Review the following two sentences.

After the hard battle at the front, we regrouped.
Throughout the long and bitterly cold night, we tried to find our lines.

Then

Punctuate the following sentences correctly:

a. Across the bridge and to the right they found the building they wanted.

b. After the long walk to the base hospital he was too tired to walk to the barracks.

34. Use commas to supplement other punctuation and to prevent misunderstanding.

Set off direct quotations from the rest of the sentence.

Direct: He said, "We will advance on this line."
I asked, "Will the supporting artillery fire be lifted in time?"

Indirect: He said that we will advance on this line.
I asked whether the supporting artillery fire would be lifted in time.

35. Punctuate the following sentences:

a. The major asked me if I went to Garmisch during my tour in Germany.

b. The major asked "Did you go to Garmisch during your tour in Germany?"

c. "Let it dissolve on your tongue" the doctor ordered.

d. The doctor ordered her to let it dissolve on her tongue.

---

36. Use a comma any time it will prevent misunderstanding.

Confusing: To Rome Britain was a barbaric outpost.
Correct: To Rome, Britain was a barbaric outpost.

Confusing: The men slid down the ropes and one ranger seemed to be caught in the rigging.
Correct: The men slid down the ropes, and one ranger seemed to be caught in the rigging.

Punctuate the following sentences correctly:

a. Inside the convention hall was gaily decorated.

b. After all the conquest of Pork Chop Hill is a fascinating story.

37. Punctuate the following sentences:

a. When the lighting struck James John ran.

b. When the captain left the messhall was quiet.

c. The people rushed for the store was having a sale.

d. Instead of cotton weeds grew.

38. Use commas to set off items in addresses and geographical locations. This includes the last item when followed by additional words.

New York City$_\perp$ New York$_\perp$ U.S.A.

While he is on leave$_\perp$ 229 Willow Street$_\perp$ Indianapolis$_\perp$ IN 46218$_\perp$ will be his address.

Punctuate the following correctly:

a. He now lives at 635 Hillside Drive Cincinnati OH 45241.

b. For 6 weeks this summer 619 Poplar Street Moorhead MN 56560 will be his address.

39. Never separate a subject or object from its verb with a single comma (nonrestrictive expressions require two commas when they are used in a sentence).

Wrong: We in the meantime$_\perp$ attacked$_\perp$ Santa Cosimo.
Right: We$_\perp$ in the meantime$_\perp$ attacked Santa Cosimo.

Wrong: Private Joe E. Sims who was the best rifleman in the battalion$_\perp$ led his squad in the attack.
Right: Private Joe E. Sims$_\perp$ who was the best rifleman in the battalion$_\perp$ led his squad in the attack.

Fill in the blank in the sentence below with the appropriate word:

When nonrestrictive expressions are used in a sentence, they require ______ commas.

40. Punctuate the following sentences correctly:

a. Captain Sweeney who is a chaplain counseled the young recruit.

b. Mrs. Smith wearing a beautiful ensemble was sitting in the first row.

c. His newest boat which is painted green and white is waiting at the dock.

THE SEMICOLON

41. The semicolon has two main purposes: first, to separate two or more independent clauses when coordinating conjunctions are not used; second, to separate items in a series when commas have already been used.

Use the semicolon to join two complete but closely related thoughts. It may be used in place of the coordinating conjunctions (and, but, or) to connect the main clauses in a compound sentence. A semicolon must also be used with a conjunctive adverb (however, hence, moreover, therefore, consequently, etc.) when they join two grammatically complete sentences. (A comma may be placed after these conjunctive adverbs.)

> The division advanced rapidly; by 1400 it had reached Foggia. (The semicolon replaces the coordinating conjunction and.)
>
> We left at daybreak; however, our route was so rough that by nightfall we had progressed only 9 miles. (However is a conjunctive adverb.)

---

42. Punctuate the following sentences correctly:

a. Please close the window the room is cold.

b. Lieutenant Collins had not completed his homework consequently, he failed the test.

c. The report is not ready today it may be completed by Friday.

d. The allotment has been transferred to the Production Division hence construction of the partitions must be delayed.

e. He received a low grade however he passed the course.

43. Use semicolons to make your meaning clear when you must link in one sentence a series of expressions containing commas. Remember that the parts of the sentence which are set off by semicolons should be parallel construction.

> We could try to find our way out through the low, dense jungle; could withdraw to Ormoc, which had not yet fallen; or could search for a safe, passable route over the ridge.
>
> COL James Williams, the commanding officer; MAJ Jack Black, the S4; and MAJ Timothy Green, the post engineer; attended the conference.

Supply the missing word in the following sentence:

> Parts of sentences set off by semicolons should be of ____________________ constructions.

44. Use commas and semicolons where they are required in the following sentences:

a. Colonel Williams is interested in purchasing a new car however he thinks the prices are too high.

b. When the game started Private Rahe who had been a great success the week before was not on the floor and all of the spectators wondered what had happened to him.

c. When the scorpion stung the man he felt a sharp pain in his foot but since there was no swelling he thought that he had not been injured.

d. Robert M. Roman chairman of the union will travel in most of southern Europe in all of the Near East and in case there is time along the northern western and southern coasts of Africa.

e. If you want your writing to be worthwhile give it unity if you want it to be easy to read give it coherence and if you want it to be interesting give it emphasis.

45. Complete the following sentences:

a. A ________________ may be used in place of the conjunctions and, but, or or to connect the main clauses in a compound sentence.

b. A ________________ must also be used with a conjunctive adverb when you are connecting two sentences.

c. A comma by itself cannot connect two __________ clauses.

THE COLON

46. The colon is a mark of anticipation. It is a formal mark which usually calls attention to something following. The material which follows the colon illustrates, restates, or depends on that which precedes the colon. The colon may be used to introduce a list of words, phrases or clauses.

The following are functions of management: planning, organizing, directing, coordinating, and controlling.

The colonel had been awarded the following decorations: the Distinguished Service Cross, Silver Star, Bronze Star, and Purple Heart.

Caution!

The colonel had been awarded the Distinguished Service Cross, Silver Star, Bronze Star, and Purple Heart. (In this case, the colon is not used.)

47. The statements that require colons often contain the words following, as follows, these, or there are.

Punctuate the following sentences:

a. The following people are retiring Wednesday COL James W. Smith W01 Stephen Moore and SGM Joseph N. Martin.

b. This afternoon we had a variety of weather rain hail sleet and snow.

c. The board consists of three officials Chairman vice chairman and recorder-secretary.

48. Use a colon with a long and formal quotation or when say or a substitute for say has been left out.

The sergeant looked up: "What was that?"

Major General Smith made the following remarks: "This visit is one of the important field visits to which I look forward with great interest. The opportunity to talk with you about some of our problems is one which too seldom occurs ***."

Punctuate the following sentences:

a. Franklin D. Roosevelt made the following remark "The only thing we have to fear is fear itself."

b. The colonel's answer was emphatic "Absolutely not!"

49. The following are some other necessary uses of the colon: Here, the colon is used to identify other material.

BY ORDER OF COLONEL SMITH:
Dear Sir:
Gentlemen:
4:30 P.M.
Luke 5: 9-12
Journal of Education 3: 342-358
MEMORANDUM FOR:

SUBJECT:
THRU:
TO:
OFFICIAL:
ATTENTION:
FOR THE COMMANDER:
To Whom It May Concern:

54. Quotations within a quotation are inclosed with single quotation marks. If both quotations end at the same place, close them with both a single and a double quotation marks.

The captain said, "But the AR says, 'Applications will be submitted in triplicate.'"

Punctuate the following sentence:

To quote Shakespeare, There is a tide in the affairs of men, which, taken at the flood, leads on to fortune, the general said.

---

55. Use only one set of quotes ("-") to cover any number of sentences provided that the quotation is not interrupted.

The General said, "______________."

Use only one set of quotes ("-") to cover any number of sentences in the same paragraph provided that the quotation is not interrupted.

The General said, "__________. ___________. ___________."

When you quote matter that is longer than one paragraph, place a quotation mark at the beginning of each paragraph, but use it at the end of only the last paragraph.

"I certainly agree that we need to improve. I have stressed this to the Army Publications Board, the Adjutant, my own office, and every other place where I've had a chance. But I still see too much gobbledygook from all sources every day. I'm sure you do, too.

"One way I think we can get some definite improvement is by teaching simple, direct writing in our Army schools. I don't mean that new courses need be set up to do this; I think it can be done within present instruction. Clear writing should be made such a daily requirement that it becomes a habit for the student rather than a special course on the subject."

---

56. Supply the missing words in the following:

When you quote matter that is longer than one paragraph, place a

________________ mark at the ________________ of each paragraph,

but use it at the end of only the ______________ paragraph.

57. Quotation marks are used to inclose any material following the terms entitled, the word, the term, marked, designated, classified, named, indorsed, or signed; but are NOT used to inclose expressions following the terms known as, called, so-called, etc., unless such expressions are misnomers or slang.

Examples:

Memorandum AG 124-1 is entitled "A Review for Organization."
Of what does the item "Miscellaneous debts" consist?
After the word "treaty," insert a comma.
The document will be marked "Exhibit No. 21"; but the document may be made exhibit No. 2.
The check was indorsed "John Adamson."
It was signed "John."

Punctuate the following sentences:

a. The word convenient is frequently misspelled.

b. The letter was signed H. R. Bronson.

c. Congress passed the act entitled An act * * *

---

58. Complete the following sentence:

__________________________ are used to inclose any material following the terms entitled, the word, the term, marked, designated, classified, named, indorsed, or signed; but are NOT used to inclose expressions following the terms known as, called, so-called, etc., unless such expressions are misnomers or slang.

ITALICS AND UNDERLINING

59. Italics are not punctuation, but they are sometimes used in place of quotation marks and to set off words to make the meaning clear. In papers which are typed or written in longhand, underlining takes the place of italics.

Use italics to set off foreign words included in an English context.

The Italians considered him *simpatico*.

Supply the missing words in the following sentence:

Use ____________________ to set off foreign words in an English context to make the ____________________ clear.

---

60. How should the following sentence be written?

They all heartily wished him bon voyage.

61. Use italics to identify the names of books and periodicals.

We consulted the *Encyclopedia Britannica* and even *Harper's Magazine*.

You should read "Going Home," by COL Frank Lehman, in the July *Military Review*.

How should the following sentences be written?

a. Everyone should read "Today's Problems Tomorrow," by COL Ewell Owen, in the September issue of Army Information Digest.

b. The book Strategy by B. H. Liddell Hart is a new one in the library.

62. The names of vessels, aircraft, and spacecraft are italicized unless otherwise indicated.

SS *America* (ocean liner) *Freedom 7* (U.S. spaceship)

U.S.S. *Nautilus* (submarine) *Friendship 7* (U.S. spaceship)

destroyer *31*

but B-150 (type of plane)

How should the following be written?

a. U.S.S. Wisconsin

b. ex-U.S.S. Savannah

---

63. You may use italics to accent portions of your writing. Use them cautiously; they lose their effect if used too frequently.

PARENTHESES

64. Use parentheses to show that the inserted material is remote or independent from the rest of the sentence. Parentheses show a stronger break in the sentence than do commas. While the material included in parentheses is related to the main thought, it is only loosely connected.

The attack (only heaven knows why it was ordered!) began at noon.

Punctuate the following sentences:

a. If you find any edible mushrooms surely there are some in the woods now, please bring me some.

b. Private Smith's paintings the best, no doubt, in the State were exhibited at the fair.

65. Parentheses are used--

To set off matter not intended to be part of the main statement or not a grammatical element of the sentence, yet important enough to be included.

This case (124 U.S. 329) is not relevant.
The result (see fig. 2) is most surprising.
The United States is the principal purchaser (by value) of these exports (23 percent in 1973 and 19 percent in 1974).

To inclose a parenthetic clause where the interruption is too great to be indicated by commas.

You can find it neither in French dictionaries (at any rate, not in Littre) nor in English.

To inclose an explanatory word not part of the statement.

the Erie (Pa.) News; but the News of Erie, Pa.
Portland (Oreg.) Chamber of Commerce; but Washington, D.C., schools.

66. Parentheses are also used--

To inclose letters or numbers designating items in a series, either at beginning of paragraphs or within a paragraph.

The order of delivery will be: (a) Food, (b) clothing, and (c) tents and other housing equipment.

You will observe that the sword is (1) old fashioned, (2) still sharp, and (3) unusually light for its size.

To inclose a figure inserted to confirm a statement given in words if double form is specifically requested.

This contract shall be completed in sixty (60) days.

A reference in parentheses at the end of a sentence is placed before the period, unless it is a complete sentence in itself.

The specimen exhibits both phases (pl. 14, A, B).
The individual cavities show great variation. (See pl. 4.)

67. If a sentence contains more than one parenthetic reference, the one at the end is placed before the period.

This sandstone (see pl. 6) occurs in every county of the State (see pl.1).

Note position of period relative to closing parenthesis:
The vending stand sells a veriety of items (sandwiches, beverages, cakes, etc.).

The vending stand sells a variety of items (sandwiches, beverages, cakes, etc. (sometimes ice cream)).

When matter in parentheses makes more than one paragraph, start each paragraph with a parenthesis and place the closing parenthesis at end of last paragraph.

DASHES

68. Dashes are used to mark a sudden break or abrupt change in thought and are less formal than parentheses. Usually, material set off by dashes is closely related to the grammar and subject matter of the sentence, yet the shift is so abrupt that commas will not do the work. (In typing, use two hyphens for a dash to differentiate them from hyphens.)

He said--and no one contradicted him--"The battle is lost."
If the bill should pass--which God forbid!--the service will be wrecked.
The auditor--shall we call him a knave or a fool?--approved an inaccurate statement.

Punctuate the following sentences:

a. Housing measured by today's prices was cheap in 1958.

b. Here is a fuller explanation but perhaps you are not interested.

c. The company needed one thing more training.

d. The man who knew what action had been taken the first sergeant was on leave.

69. Dashes are used instead of commas or parentheses, if the meaning may thus be clarified.

These are shore deposits--gravel, sand, and clay--but marine sediments underlie them.

Dashes are used before a final clause that summaries a series of ideas.

Freedom of speech, freedom of worship, freedom from want, freedom from fear--these are the fundamentals of moral world order.

70. Dashes are used after an introductory phrase reading into the following lines and indicating repetition of such phrase.

I recommend--
    That we accept the rules;
    That we also publish them; and
    That we submit them for review.

Dashes are used with a preceding question mark, in lieu of a colon.

How can you explain this?--"Fee paid, $5."

The dash is NOT used at the beginning of any line of type.

The dash is NOT used immediately after a comma, colon, or semicolon.

BRACKETS

71. In transcripts, congressional hearings, testimonies in court, etc., brackets, not parentheses, are used to inclose explanatory comments that are not specifically a part of the original quotation. Brackets are also used for corrections, explanations, omissions, editorial comments, or a caution that an error is reproduced literally.

He came on the 3d [2d] of July.
Our conference [lasted] 2 hours.
The general [Washington] ordered him to leave.
The paper was as follows [reads]:
I do not know. [Continues reading:]
[Chorus of "Mr. Chairman."]
They fooled only themselves. [Laughter.]
Our party will always serve the people [applause] in spite of the opposition [loud applause]. (If more than one bracketed interpolation, both are included within the sentence.)
The Witness. He did it that way [indicating].
Q. Do you know these men [handing witness a list]?
The bill had not been paid. [Italic added.] or [Emphasis added.]
The statute [sic] was on the statute books.
The Witness. This matter is classified. [Deleted.]

When matter in brackets makes more than one paragraph, start each paragraph with a bracket and place the closing bracket at end of last paragraph.

HYPHENS

72. Hyphens are used to join compound words and to break a word at the end of a line.

The most common type of compound word is that used as a unit modifier immediately preceding the word it modifies. This applies particularly to combinations in which one element is a present or past participle.

His action was an ill-advised one.
His action was ill advised.

He had a know-it-all expression.
His expression suggested that he knew it all.

A 3-year-old child was injured.
The injured child was 3 years old.

Correct the following sentence:

Sergeant Brown gave every appearance of being a well bred person.

---

73. Prefixes ex- (meaning "former"), self-, all-, are almost always hyphenated. The hyphen is used with the suffix -**elect**.

ex-governor, self-expression, all-American, mayor-elect

Correct the following sentences:

a. The lieutenant was a self made man.

b. The speech was made by their expresident Amick.

c. He selected an all purpose suit.

d. The president elect was at their meeting

74. When you must end a line of writing in the middle of a word, break the word so that the hyphen can be inserted between syllables. If you are in doubt, consult a dictionary.

cour-age
colo-nel

Complete the sentence below:

When part of a word must be carried over to the next line, break the word so that the hyphen can be inserted between ______________________.

75. Use a hyphen between parts of compound numerals (from twenty-one to ninety-nine).

fifty-three
eighty-two

Write the following numbers as words:

a. 20. __________________________.

b. 29. __________________________.

c. 45. __________________________.

d. 91. __________________________.

e. 78. __________________________.

best copy available

pages tightly bound

76. Use a hyphen between the numerator and denominator of a fraction.

Only two-thirds of the class was present.

Correct the following sentences:

a. About 1/4 of the new class have just returned from foreign duty.

b. He expected 1/2 of the group to attend the meeting in the morning.

THE APOSTROPHE

77. Apostrophes are used to show possession, to form certain plurals, and to mark omissions in contracted words or numerals.

To show possession, observe the following rules:

The possessive case of a singular or plural noun not ending in s is formed by adding an apostrope and s; the possessive case of a singular or plural noun ending in s or with an s sound is formed by adding an apostrophe only.

man's, men's
prince's, princes'
Essex's, Essexes'
Co.'s, Cos.'

Corps'
hostess', hostesses'
princess', princesses'
Jones,' Joneses'

Jesus'
Mars'
Dumas'
Schmitz'

78. Show the correct way to write the possessive form of the following singular nouns:

a. The privates duffelbag was very heavy.

b. The ladys hat blew off.

c. Have you read Dickens Christmas Carol?

d. SFC James score on the test was perfect.

Show the correct way to write the possessive form of the following plural nouns:

e. The tanks tracks showed plainly in the big field.

f. The weapons sights were accurate.

g. The 10 minutes delay caused him to miss his bus.

79. Show the correct way to write the possessive form of the following plural nouns:

a. The sergeants uniforms were all neatly pressed.

b. The jeeps gas tanks were all filled.

c. The ladies dresses were all white for the ceremony.

d. The Smiths dog is a collie.

e. The soldiers rifles were ready to fire.

80. Plural nouns not ending in s form the possessive by the addition of an apostrophe and an s.

children's toys
men's team

Show the correct way to write the possessive form of the following plural nouns that do not end in s:

a. The womens bowling team meets on Friday night.

b. The peoples government gives everyone an opportunity to vote.

81. In compound words, names of business firms, and words showing joint possession, make only the last word possessive.

brother-in-law's car
Johnson and Martin's store
soldiers and sailors' home

Add apostrophes where they are needed in the following sentences:

a. My brother-in-laws house is beautiful.

b. My brothers-in-law dispositions are all bright and cheerful.

c. Miriam and Sandras car is a sedan. (joint ownership)

---

82. To form the plurals of numbers, letters, and certain symbols, use an apostrophe and an s.

the 5's and 4's		the numbers 4 and 5
the a's and b's	but	the letters a and b
the +'s and -'s		the 1920's or the twenties; not the '20's nor 20's
		4-H'ers
		49'ers
		TV'ers

Insert necessary apostrophes:

a. There are three 2s in my telephone number.

b. Count to 100 by 5s.

c. His name has two ms in it.

d. The letters r and v look alike in her writing.

82. To indicate separate possession, use an apostrophe with each noun.

Mary's and Margaret's dates
John's and David's families
Men's, women's, and children's clothing were on sale today.

Add apostrophes where they are needed in the following sentences:

a. Miriams and Sandras cars are both sedans.

b. Private Wilsons and Private Browns shorthand books are on the front desk.

c. Johns, Thomas, and Henrys ratings are here.

83. Use the apostrophe in contractions to show that letters have been omitted.

The apostrophe may also be used to indicate the omission of part of a date.

they're (they are)
you're (you are)
it's (it is)
won't (will not)
class of '71
spirit of '76

---

84. Below are contractions. Write in the blank, at the right of each one of the words, the words that have been abbreviated in the contraction:

a. don't ____________________

b. didn't ____________________

c. he's ____________________

d. o'clock ____________________

e. class of 74 ____________________

f. who's ____________________

g. doesn't ____________________

h. wasn't ____________________

---

85. Don't use the apostrophe with the word "it" to show possession.

The tent, together with its pegs, was lying on the ground.

Are the following sentences correct? If there is an error, correct it.

a. The dog wagged its tail. __________.
(Yes/No)

b. Its cloudy today. __________.
(Yes/No)

---

86. Fill in the blanks in the following sentence:

Do not confuse the possessive form _______ with the contraction _______ (it is).

PERIODS

87. Army writing closely parallels civilian writing in the use of end punctuation. However, thee is some variation from civilian use as the following rules demonstrate.

Do not use periods with military abbreviations (examples: TOE, LTC, SFC, bn).

Use periods with commonly accepted nonmilitary abbreviations (examples: i.e., e.g., Mrs., Mrs.).

88. Select the correct abbreviation for each of the following words and place it in the space provided.

Army regulation ______________________ (AR/A.R.)

captain ______________________ (CPT/CAPT.)

civilian personnel regulation ______________________ (CPR/CPR.)

private first class ______________________ (PFC/P.F.C.)

doctor ______________________ (Dr./DR.)

Continental United States ______________________ (CONUS/C.O.N.U.S.)

89. Supply the missing word in the following sentence:

Do not use ________________ with military abbreviations, but use them with commonly accepted nonmilitary abbreviations.

90. Unless other punctuation is required, use periods to end numbered subparagraphs even though they may not be complete sentences.

FOR EXAMPLE: The following personnel are authorized numbered parking places:

a. Company commander.

b. First sergeant.

c. Company clerk.

EXCLAMATION POINT

91. The exclamation point (!) is closely associated with emotional appeal. It is rarely used in military writing.

a. "Get out of the way!" he yelled.

b. Go away!

QUESTION MARK

92. The question mark is used in military writing as you would use it in nonmilitary writing. Although you usually avoid direct questions in formal writing and military correspondence, they sometimes are essential or desirable.

a. Do you understand punctuation?

PUNCTUATION
Solutions for Frames 1-92

1. No response required.

2. No response required.

3. No response required.

4. No response required.

5. a. Captain Barks went home, and Major O'Day stayed at the bowling alley.
   b. There was an elevator for the use of vistors, but John decided to walk up the steps.
   c. The door must be kept closed, or the kitten will run away.

6. comma

7. a. Suddenly the wind began to blow strongly, and the rain poured down.
   b. The applause of the audience grew louder and louder, for Bob Hope came on stage.

8. a. He sings, whistles, and dances in the entertainment. (Series of verbs.)
   b. Jeeps, trucks, and tanks were all in the convoy. (Series of nouns.)
   c. Apples, oranges, and bananas were in trays on the table. (Series of nouns.)
   d. The private typed the letters, stencils, and reports. (Series of nouns.)

9. a. His room is bright, clean, and quiet. (Series of coordinate adjectives.)
   b. He aimed, he fired, and he saw him fall. (Short independent clauses.)
   c. This is a goverment of the people, by the people, and for the people. (Series of prepositional phrases.)
   d. He knew that he would be late, that he would miss chow, and that he would be punished. (Series of subordinate clauses.)

10. a. He ran down the hill, across the road, and into the tall grass. (Phrases in a series.)
    b. The flag is lowered from the staff, it is completely folded for the night, and the guard escorts it off the field. (independent clauses in a series.)
    c. The lieutenant said that the tires were worn out, that the engine used too much oil, and that the horn would not work.(series of subordinate clauses.)
    d. He is a greedy, thoughtless, insensitive boy. (Series of coordinate adjectives.)

11. commas

12. a. and
    b. and

PUNCTUATION SOLUTIONS

13. comma
    a. A rough, wild sea made the landing difficult.
    b. His ragged, dirty fatigues were soon replaced with a clean, new outfit.
    c. The sergeant was a keen, watchful man.

14. a. None
    b. None
    c. None

15. No response required.

16. a. Captain Jones, who is my tactics instructor, spoke to me. (There is only one Captain Jones; therefore commas are used.) (This is a nonrestrictive clause.)
    b. The captain who spoke to me is my tactics instructor.(Since the captain was not specifically named, the subordinate clause is needed for identification.) (This is a restrictive clause.)

17. a. nonrestrictive, commas
    b. restrictive, not

18. No response required.

19. a. Sergeant Dailey, the mess steward at the consolidated mess, was late this morning.
    b. Private O'Lasky, a former tennis player, won the match easily.
    c. Catherine Clymer, the guest lecturer, was presented the Defense Information School's speaker's plaque.

20. a. appositives
    b. restrictive

21. a. commas
    b. are not

22. a. Take a letter, Miss Jones.
    b. Captain Reger, will you give the address at the graduation ceremony?
    c. Come with us, Michael, and help us.
    d. I suppose, Captain Fryer, that you enjoyed the movie.

23. commas

24. No response required.

25. a. The recruits, tired and dirty, were glad when the detail was completed.
    b. These soldiers, sharp and aggressive, can hold their own with anyone.
    c. Field library units contain quantities of books, paperback and hardback, for the troops.

26. commas, nouns

27. No response required.

PUNCTUATION SOLUTIONS

28. a. During the past two months, the Technical Library at Gates-Lord Hall has received many new books.
    b. Since this time last year, five men have retired from our department.
    c. Under the new leader's expert direction, the band improved greatly.
    d. After the first test critique, the captain understood that block of instruction much better.

29. If the clause comes at the beginning, use a comma.
    If the clause comes at the end, don't.

30. No response required.

31. a. Having studied, he was confident he would pass the course. (Having studied is a participial phrase.)
    b. To jog is good exercise. (To jog is an infinitive phrase used as the subject of the sentence; therefore, it must not be set off by a comma.)
    c. Acting on the advice of Captain Helms, he bought his race tickets in January. (Acting on the advice of Captain Helms is a participial phrase.)
    d. Playing chess requires concentration. (Playing chess is a gerund phrase used as the the subject of the sentence; therefore, it must not be set off by a coma.)
    e. Taking their seats, they watched the program. (Taking their seats is a participial phrase.)
    f. After watching the movie, Sergeant Davis went to the club. (After watching the movie is a gerund phrase.)
    g. To catch the bus, Private Sears had to run. (To catch the bus is an infinitive phrase.)

32. a. The helicoper came, finally, to pick up the weary soldiers.
    b. Sergeant Mathis, however, went on sick call.
    c. Captain Blanchard, for example, had his report neatly typed.
    d. Major Tatom, on the other hand, handed in his report written in pencil.

33. a. Across the bridge and to the right, they found the building they wanted.
    b. After the long walk to the base hospital, he was too tired to walk to the barracks.

34. No response required.

35. a. The major asked me if I went to Garmisch during my tour to Germany.
    b. The major asked, "Did you go to Garmisch during your tour in Germany?"
    c. "Let it dissolve on your tongue," the doctor ordered.
    d. The doctor ordered her to let it dissolve on her tongue.

36. a. Inside, the convention hall was gaily decorated.
    b. After all, the conquest of Pork Chop Hill is a fascinating story.

37. a. When the lightning struck James, John ran.
    b. When the captain left, the messhall was quiet.
    c. The people rushed, for the store was having a sale.
    d. Instead of cotton, weeds grew.

PUNCTUATION SOLUTIONS

38. a. He now lives at 635 Hillside Drive, Cincinnati, OH 45241.
    b. For 6 weeks this summer, 619 Poplar Street, Moorhead, MN 56560, will be his address.

39. two

40. a. Captain Sweeney, who is a chaplain, counseled the young recruit.
    b. Mrs. Smith, wearing a beautiful ensemble, was sitting in the first row.
    c. His newest boat, which is painted green and white, is waiting at the dock.

41. No response required.

42. a. Please close the window; the room is cold.
    b. Lieutenant Collins had not completed his homework; consequently he failed the test.
    c. The report is not ready today; it may be completed by Friday.
    d. The allotment has been transferred to the Production Division; hence, construction of the partitions must be delayed.
    e. He received a low grade; however, he passed the course.

43. parallel

44. a. Colonel Williams is interested in purchasing a new car; however, he thinks the prices are too high.
    b. When the game started, Private Rahe, who had been a great success the week before, was not on the floor; and all of the spectators wondered what had happened to him.
    c. When the scorpion stung the man, he felt a sharp pain in his foot; but since there was no swelling, he thought that he had not been injured.
    d. Robert M. Roman, chairman of the union, will travel in most of southern Europe; in all of the Near East; and, in case there is time, along the northern, western, and southern coasts of Africa.
    e. If you want your writing to be worthwhile, give it unity; if you want it to be easy to read give it coherence; and, if you want it to be interesting, give it emphasis.

45. a. A semicolon may be used in place of the conjuctions and, but, or or to connect the main clauses in a compound sentence.
    b. A semicolon must also be used with a conjuctive adverb when you are connecting two sentences.
    c. A comma by itself cannot connect two main clauses.

46. No response required.

47. a. The following people are retiring Wednesday: COL James W. Smith, WO1 Stephen Moore, and SGM Joseph N. Martin.
    b. This afternoon we had a variety of weather: rain, hail, sleet, and snow.
    c. The board consists of three officials: Chairman, vice chairman, and recorder-secretary.

PUNCTUATION SOLUTIONS

48. a. Franklin D. Roosevelt made the following remark: "The only thing we have to fear is fear itself."
    b. The colonel's answer was emphatic: "Absolutely not!"

49. No response required.

50. a. The slogan "Plant for More Beautiful Highways" is now on a colorful postage stamp.
    b. Major Sims told the class, "You will have a guest speaker the first 2 hours tomorrow."
    c. This year's Law Day Theme is "Justice and Equality Depend Upon Law--and You."

51. No response required.

52. a. This is what Major Potter meant when he said, "Bring all the equipment": balls, bats, gloves, and catcher's mask.
    b. "If you go to the movie," Sergeant Dill said, "be sure to let me know."
    c. Did you say, "This paper is due tomorrow"?
    c. "Is this paper due tomorrow?" Private Bell asked.
    e. The sergeant shouted, "Halt!"
    f. Private Raines said that he had not intended to stay.

53. Commas, periods, part

54. "To quote Shakespeare, 'There is a tide in the affairs of men, which, taken at the flood, leads on to fortune,'"the general said.

55. No response required.

56. quotation, beginning, last

57. a. The word "convenient" is frequently misspelled.
    b. The letter was signed" H.R. Bronson."
    c. Congress passed the act entitled "An act * * *."

58. Quotation marks

59. italics, meaning

60. They all heartily wished him bon voyage. (In papers that are printed, italics would be used.)

PUNCTUATION SOLUTIONS

61. a. Everyone should read "Today's Problems Tomorrow," by COL Ewell Owen, in the September issue of *Army Information Digest*.
    b The book *Strategy* by B. H. Liddell Hart is a new one in the library.

62. a. U.S.S. Wisconsin
    b. ex-U.S.S. *Savannah*

63. No response required.

64. a. If you find any edible mushrooms (surely there are some in the woods now), please bring me some.
    b. Private Smith's paintings (the best, no doubt, in the State) were exhibited at the fair.

65. No response required.

66. No response required.

67. No response required.

68. a. Housing--measured by today's prices-- was cheap in 1958.
    b. Here is a fuller explanation--but perhaps you are not interested.
    c. The company needed one thing--more training.
    d. The man who knew what action had been taken--the first sergeant--was on leave.

69. No response required.

70. No response required.

. No response required.

72. Sergeant Brown gave every appearance of being a well-bred person.

73. a. The lieutenant was a self-made man.
    b. The speech was made by their ex-president Amick.
    c. He selected an all-purpose suit.
    d. The president-elect was at their meeting.

PUNCTUATION SOLUTIONS

74. syllables

75. a. twenty
    b. twenty-nine
    c. forty-five
    d. ninety-one
    e. seventy-eight

76. a. About one-fourth of the new class have just returned from foreign duty.

    b. He expected one-half of the group to attend the meeting in the morning.

77. No response required.

78. a. The private's duffelbag was very heavy.
    b. The lady's hat blew off.
    c. Have you read Dickens' Christmas Carol?
    d. SFC James' score on the test was perfect.
    e. The tanks' tracks showed plainly in the big field.
    f. The weapons' sights were accurate.
    g. The 10 minutes' delay caused him to miss his bus.

79. a. The sergeant' uniforms were all neatly pressed.
    b. The jeeps' gas tanks were all filled.
    c. The ladies' dresses were all white for the ceremony.
    d. The Smiths' dog is a collie.
    e. The soldiers' rifles were ready to fire.

80. a. The women's bowling team meets on Friday night.
    b. The people's government gives everyone an opportunity to vote.

81. a. My brother-in-law's house is beautiful. (singular possessive)
    b. My brothers-in-law's dispositions are all bright and cheerful. (plural possessive)
    c. Miriam and Sandra's car is a sedan. (joint ownership)

82. a. Miriam's and Sandra's cars are both sedans. (individual ownership)
    b. Private Wilson's and Private Brown's shorthand books are on the front desk. (individual ownership)
    c. John's, Thomas', and Henry's ratings are here. (individual ownership)

82. a. There are three 2's in my telephone number.
    b. Count to 100 by 5's
    c. His name has two m's in it.
    d. The letters r and v look alike in her writing.

PUNCTUATION SOLUTIONS

83. No response required.

84. a. do not
    b. did not
    c. he is
    d. of the clock
    e. class of 1974
    f. who is
    g. does not
    h. was not

85. a. Yes.
    b. No--It's cloudy today.

86. its, it's

87. No response required.

88. AR
    CPT
    CPR
    PFC
    Dr.
    CONUS

89. periods

90. No response required.

91. No response required.

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GRAMMAR
(PROGRAMMED INSTRUCTION)
CM01

US ARMY ENGINEER SCHOOL
FORT BELVOIR, VIRGINIA

SENTENCES AND THEIR PARTS

Lesson 1

In the next few lessons, you will learn about sentences. When we are telling something to somebody, we try to tell it point by point, idea by idea, so that they will understand us. We divide what we are telling into separate statements — each a separate thought. Each of these statements is a sentence.

Simply, a sentence is a group of words that tells a story. Every sentence describes somebody or something doing something or being something.

LOOK AT this example:

Clark fell.

We are told here of someone - Clark, and what he did - he fell. Of course, the sentence can become more complicated. We may want to know more about Clark and how he fell.

LOOK AT the next example:

Young Clark, who is John Fox's best friend, fell into the well last Tuesday.

Now we know a great deal more. We know how old Clark is, and we know whose friend he is. We know where he fell and when he fell. The story is more complete, but it is still the same story - "Clark fell."

In the following lessons, you will learn to identify sentences. You will see how they are put together, and learn about the different kinds of words we use to construct our "stories."

1.

LOOK AT the following:

A. Boiling water

B. Water is boiling.

While A. and B. mean almost exactly the same thing, there is a big difference between them. "Boiling water" is not a sentence; "water is boiling." is. In this lesson you will learn the reasons for this difference. You will learn to recognize sentences and will understand how sentences are formed.

NO RESPONSE REQUIRED

GO ON TO THE NEXT FRAME

2.

We use words to stand for things we see, things we do, things we are. LOOK AT the following words.

car
town
person
lake
boy
paper

These words are all used to stand for:

_____ action

_____ people, places, and things

3.

Words that are used to stand for people, places, and things are called nouns. WRITE noun after any of the words below that are nouns.

acid ____________________

cell ____________________

digests ____________________

tooth ____________________

4.

LOOK AT the following list. UNDERLINE all the words that are nouns (persons, places, things).

apple

of

girl

how

see

midget

beach

when

5.

A word that stands for people, places, and things is called a ____________________.

6.

Nouns can also be the names of things. For example, "boy" is a noun, and so is "John." "State" is a noun, and so is "Ohio." Nouns like "John" and "Ohio" are called proper nouns, because they are the names of specific things.

WRITE the proper nouns in this list.

1. girl ________
2. Anna ________
3. city ________
4. doctor ________
5. Cleveland ________
6. book ________
7. Dr. Adams ________
8. Empire State Building ________

7.

Nouns do not only refer to things we can touch, or see, such as "boy" or "book." They can also refer to abstract things such as "goodness" and "mercy." These words are called abstract nouns.

WRITE the abstract nouns in the following list.

1. rabbit ________
2. Canada ________
3. anger ________
4. Scandinavian ________
5. hand ________
6. honesty ________
7. love ________

8.

Underline all the words that are used as nouns in the following list.

Honesty is the best policy.

Big objects weigh more than little objects.

Molecules of ice move more slowly than molecules of steam.

All gasses have a definite volume.

When a substance reaches that temperature, the substance boils.

When we refer to the hardness, odor, shape, or color of a substance, we are talking about the properties of that substance.

9.

Nouns are words used to stand for persons, places, and things, but not all words are nouns. For example, READ this list:

eat
throw
interpret
decide
was
were
appears
seems

The above words are called verbs. READ the list again, and CHECK any of the sentences that describe verbs.

_____ Verbs are places.
_____ Verbs stand for what something does or is.
_____ Verbs can stand for actions.
_____ Verbs are words that stand for things.
_____ Verbs may stand for what appears to be.

10.

Words that describe actions are called verbs. WRITE verb beside all words that describe actions, that is, doing something in the following list.

speak ______________

engine ______________

think ______________

rabbit ______________

write ______________

read ______________

girl ______________

11.

You can think of a verb as a word that describes what a noun can do or be. LOOK AT the following sentence.

Peter jumped.

The word "Peter" is a ______________.

The word "jumped" is a ______________.

The word "jumped" describes what:

_____ Peter does
_____ Peter is
_____ Peter looks like

12.

Verbs like these are used everyday.

A	B
am	have
are	has
is	had
was	
were	

These are the common verbs that describe what a noun is or has.

CHECK any sentences below that use verbs from the above lists.

_____ Robert is nice.
_____ Charles gave her the lesson
_____ Tony had the bicycle.
_____ Calories are units of heat.
_____ Science was my best subject.
_____ Don't tell him anything.

13.

WRITE the verbs in the following sentences.

Calories are used to measure heat.

Water boils at 212° F.

When we mash a potato, we change it.

When we burn paper, we change its molecular composition.

Sound and heat move many things.

14.

Sometimes the same word can be used as a noun and as a verb.

READ these sentences:

1. Irving beat the rug.

2. The cop walked his beat.

In sentence 1 "beat" is used as a _________.

In sentence 2 "beat" is used as a _________.

15.

READ the following sentences. If the underlined word is used as a verb, WRITE "V" in the blank. If it is used as a noun, WRITE "N" in the blank.

1. _____ Charles glued the pieces together.

2. _____ The glue is dry.

3. _____ The spare is in the trunk.

4. _____ Dr. Wilson spared him the trouble.

5. _____ Follow the golden rule.

6. _____ King Charles ruled England.

7. _____ I walked to school.

8. _____ Walking brings good health.

16.

You have now learned about two different ways in which words are used.

A word that describes a person, place, or things is used as a ____________________.

A word that tells what something is or does is used as a ____________________.

17.

LOOK AT the following sentence.

Harry runs.

In this sentence, as in all sentences, a noun is doing, having, or being something.

What is the noun in the above sentence? _______
What does the noun do? ________________

18.

Not every noun in a sentence is the one that is doing, having, or being something. LOOK AT the following sentence.

Peter bought the present.

How many nouns does this sentence have? ______

Which noun is doing something? _______________

19.

We call the noun that is doing or being something the subject of the sentence. To find the subject of a sentence you must ask "who or what is doing, being, or having something "in this sentence.

WRITE the subject in each of the following sentences.

Running is my favorite sport.

Ohio is north of Kentucky.

Irving saw him.

Dean Rusk was the Secretary of State.

Heat makes water boil.

Heating makes a house more comfortable.

20.

You know that nouns can be replaced by pronouns.

READ the following examples:

The Constitution was signed in 1787.
It was signed in 1787.

The Corpsman studied the lesson.
You studied the lesson.

Arizona and New Mexico are in the Southwest.
They are in the southwest.

Pronouns replace nouns; therefore, pronouns are used to stand for:

_____ persons, places, or things
_____ only things

The subject of a sentence can be:

_____ a noun only
_____ a noun or pronoun
_____ a pronoun only

The purpose of this lesson is to teach you what a sentence is.

READ these two rules about sentences:

1. Every sentence must have a subject.

2. Every sentence must have a verb.

NO RESPONSE REQUIRED

GO ON TO THE NEXT FRAME

21.

You can find the subject of any sentence by asking a question about the verb. For example:

Tired and hungry, the Corpsman finally arrived at the center.

The verb in this sentence is underlined.

FIND the subject by asking this question:
Who arrived? ____________________

The subject of this sentence is _________.

22.

Below is a list of sentences. After each sentence is a question. READ each sentence. Then WRITE the answer to the question. (q)

After many long weeks, he finally got there.

(q) Who got there? _________

During the spring, the river was flooded.

(q) What was flooded? _________

Dr. Martin talked about diseases.

(q) Who talked? _________

She is my best friend.

(q) Who is? _________

By answering the above questions, you found the:

_____ subject of the sentence
_____ verb of the sentence

23.

WRITE the numbers of the words that are subjects under "subject" and the words that are verbs under "verb."

1 2 3 4 5
Henry runs to third base.

1 2 3 4 5 6
Mike won the two mile run.

1 2 3 4 5
After school, Tony came home.

1 2 3 4
Sally is very pretty.

1 2 3 4 5 6 7 8
The Empire State Building is on 34th Street.

1 2 3 4 5
The planes bombed Pearl Harbor.

1 2 3 4 5 6
The bombs fell on many ships.

1 2 3 4
Picasso painted very well.

1 2 3 4 5 6
The paints are on the table.

1 2 3 4
He is my friend.

1 2 3 4 5 6
They are the best tires around.

24.

We have seen that every sentence must have a subject and a ________________.

But sometimes the subject is left our of the sentence, even though we know what it is.

LOOK AT these two sentences.

A. You come along now.

B. Come along now.

The subject of sentence A is: ______________.
(who comes?)

The verb of sentence A is: ______________.

But sentence B means the same thing as sentence A. What word has been left out of sentence B? ______________

Because we understand that the subject of sentence B is "you," we say that sentence B has an understood subject.

25.

You can find the subject of a sentence by asking questions about the verb. This rule is true for understood subjects.

LOOK AT these sentences:

1. You stand over there.

2. Stand over there.

What is the subject of sentence one? Who stands? ______________

What is the understood subject of sentence two? Who stands? ______________

26.

In almost every case, "you" is the only word that can be an understood subject.

When we say:

Run to the park.

Who do we want to run?

_____ you run
_____ I run
_____ they run

What is the understood subject of the sentence? ____________________

27.

When "you" is the understood subject, we are telling somebody to do something.

LOOK AT this sentence.

Go away.

Who do we want to go away? ________________

What is the understood subject of the above sentence? ________________

WRITE the subject in the following sentences. If the subject is understood, WRITE the understood subject.

________________ Richard gave the book away.

________________ You go home now!

________________ Tell me a story.

________________ Call me Ishmael.

________________ You had better leave.

________________ Run!

28. As you remember, a sentence is a statement that tells about something doing or being something.

The word that tells what is being done is the ________________.

The word that tells who or what is doing or being something is the ________________.

A statement with an understood subject is a sentence. But a statement without any subject or without a verb is not a ________________.

29.

To find out if a group of words is a sentence, we must ask questions about the subject and verb.

LOOK AT this example:

1. Boils on a stove.

What boils?

_____ water
_____ milk
_____ there is no way to tell

Since there is no words to tell us what is boiling, the statement has no ___________.

Therefore, it is not a _______ __________.

30.

Now LOOK AT this statement.

Tom, six feet tall.

What does Tom do?

_____ runs
_____ speaks
_____ there is no way to tell

Since there is no word telling us what Tom does, this statement does not have a _________________.

This statement cannot be a ________________.

31.

A sentence always tells something. A sentence says what is, what someone or something is doing, or what happened. READ the following groups of words and READ the questions that follow.

A. Running quickly down the street

B. In one corner of the room

C. Once in a while

To find out if a group of words is a sentence, see what questions you can answer about the words.

LOOK AT example A. Who is running down the street?

LOOK AT example B. What about the corner of the room? Is someone there? Is something happening there?

LOOK AT example C. What happens once in a while?

None of these questions can be answered. Therefore, none of the examples are __________.

32.

Below are groups of words that are not sentences. Ask yourself if there is a verb or a subject. If the phrase is missing a subject, WRITE NS beside it. If the phrase is missing a verb, WRITE NV beside it.

__________ John, tall and strong.

__________ danced across the room

__________ yawned, stretched and fell asleep

__________ during the night, the rain

__________ and at once appeared, much to everyone's amazement.

33.

Remember the rule that tells you what a sentence is:

> Every sentence has a subject and a verb. In a sentence, something happens. Someone does something. And, remember: A sentence can have an understood subject.

To find out if a sentence has a subject, we ask a question about the ________________.

What question do we ask to find the subject of the sentence: "he runs." ____________.

To find the verb of a sentence, we ask a question about the ____________________.

What question do we ask to find the verb of the sentence "Bob talks."? _________.

34.

LOOK AT the following examples. If the example is a sentence, WRITE "S" in the blank on the left. If it is not a sentence WRITE "NS" in the blank.

1. ____ Sally works for the government.
2. ____ Ohio has many industries.
3. ____ Was going to Chicago.
4. ____ Go soak your head.
5. ____ Going to Cleveland.
6. ____ After school, Richard Harris.
7. ____ Bring me the paper.
8. ____ Told everybody the truth.

GRAMMAR
Solutions for Sentences and Their Parts

1. No response required.

2. people, places, and things

3. acid-noun cell-noun tooth-noun

4. apple, girl, midget and beach

5. noun

6. 2. Anna, 5. Cleveland, 7. Dr. Adams and 8. Empire State Building

7. anger, honesty and love

8. Honesty is the best policy.
Big objects weigh more than little objects.
Molecules of ice move more slowly than molecules of steam.
All gasses have a definite volume.
When a substance reaches that temperature, the substance boils.
When we refer to the hardness, odor, shape, or color of a substance,
we are talking about the properties of that substance.

9. Verbs stand for what ...
Verbs can stand for actions.

10. speak, think, write and read

11. noun
verb
Peter does

12. Robert is nice.
Tony had the bicycle.
Calories are units of heat.
Science was my best subject.

13. are
boils
mash, change
burn, change
move

14. verb
noun

15. 1. V
2. N
3. N
4. V
5. N
6. V
7. V
8. N

SENTENCES AND THEIR PARTS SOLUTIONS

16. noun
verb

17. Harry
runs

18. two
Peter

19. Running
Ohio
Irvin
Dean Rusk
Heat
Heating

20. persons, places, or things
a noun or pronoun

21. Corpsman
Corpsman

22. he
river
Dr. Martin
she
subject of the sentence

23.

SUBJECT			VERB
Henry	1	2	runs
Mike	1	2	won
Tony	3	4	came
Sally	1	2	is
Empire	2,3,	5	is
State	4		
Building			
Planes	2	3	bombed
bombs	2	3	fell
Picasso	1	2	painted
paints	2	3	are
He	1	2	is
They	1	2	are

24. verb
you
come
you

25. you
you

SENTENCES AND THEIR PARTS SOLUTIONS

26. you run
    you

27. you
    you
    Richard
    You
    (You)
    (You)
    You
    (You)

28. verb
    subject
    sentence

29. there is no way to tell
    subject
    sentence

30. there is no way to tell
    verb
    sentence

31. sentences

32. NV
    NS
    NS
    NV
    NS

33. verb
    Who runs?
    subject
    What does Bob do?

34. 1. S
    2. S
    3. NS
    4. S
    5. NS
    6. NS
    7. S
    8. NS

SENTENCE SENSE

Lesson 2

1.

We need to briefly discuss sentence structure.

2.

Let's first discuss independent clauses.

3.

If a clause is a complete statement (subject and verb) when taken from a sentence, it is said to be ________________.

4.

A clause which is complete in itself is said to be independent.

5.

A. Since the general was ill,

B. The staff meeting was postponed.

Clause B is a complete sentence so we call it ______________.

6.

A. The battalion inspection will be delayed.

B. because of the bad roads.

Clause A is a complete sentence so it is known as (a) (an) ____________ clause.

7.

A. Since she was late.

B. They did not attend the party.

Which clause is independent?

8.

We have said that a clause which will stand alone is ____________________.

9.

On the other hand, a clause which will not stand alone is called a dependent clause.

10.

Therefore, a clause which is not a complete sentence is (a) (an) ____________________

11.

When a clause is not a complete statement, it is known as a dependent clause.

12.

A. Since he was not in attendance,

B. he was counted absent.

Clause A is (a) (an) ______________ clause.
Clause B is (a) (an) ______________ clause.

13.

A. **Since he was not in attendance,**
B. **he was counted absent.**

Because clause A is not a complete sentence, it is said to be _____________.

14.

In the following examples, write a "D" if the clause is dependent or an "I" if the clause is independent.

a. Since the major was not home

b. Even though he was badly injured

c. He played a lot of tennis.

d. Because she disliked him

e. Although he was very old

f. She disliked him.

15.

Captain Jones drove to the PX, and he stopped at the club on the way home.

How many independent clauses are there in this example?

16.

Captain Jones drove to the PX and stopped at the club on the way home.

Be deleting the word "he," we now have only _______ independent clauses.

17.

Captain Jones drove to the PX, and he stopped at the club on the way home.

The word "and" joins two __________ clauses.

18.

She moved rapidly through the crowd but she was pushed around quite a bit.

The underlined portions are two ___________ __________.

19.

We protested that the engine used too much oil, that the brakes were worn out, and that the tires were dangerous.

The underlined clauses are said to be _____________ clauses.

20.

By definition, a phrase does not contain either a subject or predicate.

21. The book was on the table. "On the table" is an example of a __________.	
22. Jack ran down the walk, up the steps, and into the house. In this example, we have a series of __________________.	

SENTENCE SENSE SOLUTIONS

1. No response required.
2. No response required.
3. independent
4. No response required.
5. independent
6. independent
7. B
8. independent
9. No response required.
10. dependent clause
11. No response required.
12. dependent
    independent
13. dependenr
14. a. D
    b. D
    c. I
    d. D
    e. D
    f. I
15. two
16. one
17. independent
18. independent clauses
19. dependent
20. No response required.
21. phrase
22. phrases

SUBJECT AND VERB AGREEMENT

Lesson 3

1.

REVIEW

In an earlier lesson, you learned to identify the subjects and verbs in sentences. UNDERLINE the subjects and verbs in the sentences which follow:

After all that, Charles decided not to go.

Mary and Henry can try, but I am not optimistic.

During his youth, he was a member of the Boy Scouts.

I will stay and work, and you go for help.

Are you waiting for me?

2.

As you probably realize, the action in a sentence can take place at three different times:

the past, the present, or the future.

In other words, the action can be something the subject did, is doing, or will do.

LOOK AT the following examples.

1. I told him everything.
2. He tells the story very well.
3. I will tell him later.
4. I am telling the story, not you.

In which of these sentences is the action in the present? ____________________

In which of these sentences is the action in the future? ____________________

3.

The form of verb tells you when the action takes place. In the following sentences, UNDERLINE the verbs and WRITE past if it took place in the past, present if it takes place in the present, and future if it will take place in the future.

_____ 1. I wanted her rabbit.

_____ 2. He shows me everything.

_____ 3. Bill is taking algebra.

_____ 4. I will be there soon.

_____ 5. Michael is going to be there soon.

4.

Sometimes there are modifiers in a sentence that tell us when the action takes place. LOOK AT the following examples. UNDERLINE the words that tell when the action takes place.

Next week, I will go to school.

Last Monday, I took the test.

If there are modifiers in a sentence that tell when the action takes place, it is important that the time of the verb (past, present or future) agrees with the modifier.

LOOK AT the following sentences. The verbs are circled. The modifiers that tell when the action takes place are underlined.

1. Next year, she was eleven.
2. Next year, she will be eleven.

The modifiers in the above sentences refer to the:

_____ past
_____ present
_____ future

future

To what time does the verb of sentence one refer? ____________________

To what time does the verb of sentence two refer? ____________________

In which of the sentences does the time of the verb agree with that of the modifier?

_____ sentence 1
_____ sentence 2

5.

READ each of the following sentences. The modifier in each is enclosed in a box. Only one of the underlined verbs (in parentheses) agrees in time with the modifier.

For each sentence, WRITE the time of the modifier in the blank labeled time.

WRITE the verb that agrees with the modifier in the blank labeled verb. The first example is done for you.

In 1842 he (went, goes) to New York.

time: past
correct verb: went

In a few days he (goes, will go) to Cuba.

time: ______________
correct verb: ______________

Next month I (saw, will see) that movie.

time: ______________
correct: ______________

He (was, is going to be) home last night.

time: ____________

correct: ____________

He (used to do, is doing) that right now.

time: ____________

correct: ____________

6.

CHECK the sentences in which the time of the modifier does not agree with the time of the verb.

_____ Last October, I will be in Paris.

_____ Last month, she is going to Peru.

_____ In 1942, I am staying in Chicago.

_____ Next year, she will be president of the club.

_____ Since 1865, we are having five wars.

7.

Besides matching the time of the rest of the sentence, verbs must also match their subjects. It is a common mistake not to match subjects with verbs; READ the following to see how you can avoid this mistake.

This list shows how the verb see agrees with different pronoun subjects:

Subject	Verb Form
I	see
You	see
He, she, it	sees

We	see
You	see
They	see

See is an easy verb to make agree with its subject, because almost all of the verb forms are the same (LOOK AT the table above). Which verb form is different from the rest? ______________

Which subjects are used with this different form? ______________

COMPLETE this sentence using a form of the verb see from the table above; make sure subject and verb agree.

> As he rounds the corner of the circus trailer, he ___________ an enormous gorilla staring straight at him.

8.

LOOK AT the subjects and the form of the verb that agrees with it.

Subject	Verb Form
I	throw
You	throw
He, she, it	throws
We	throw
You	throw
They	throw

What subjects use the verb throw with an "s" added to it?

_____ they
_____ he
_____ it

_____ we
_____ she

Using the word throw, COMPLETE these sentences.

He __________ that football well enough to make a professional team.

She __________ a baseball like a cat with boxing gloves on.

When I get home I __________ my clothes on a chair.

9.

In the examples of the verbs see and throw, the subject pronouns he, she and it use verb forms with an "s" added to the end. This is true of most verbs.

You say I work, you work, we work, and they work, but you say he works, she works, and it works.

MATCH the verb form with its SUBJECT. If I, You, we, or they subjects are used, use the verb, such as see. If he, she, or it subjects are used, ADD an "s" to the end of the verb.

CHECK the sentences below in which subject and verb DO NOT agree:

_____ We breathes every minute of the day.

_____ He breathes slowly, as if he were winded.

_____ This question puzzles me.

_____ He puzzle over that problem for a long time.

_____ You dances so great; I wish I could dance like you.

10.

You have seen that the following verbs require an "s" at the end when they are used with he, she, or it.

run
throw
breathe
see
dance

These are present verbs. If you wanted to talk about the past, you would say, for example, he danced.

If you wanted to speak of the future, you would say, he will dance.

Therefore, the rule about adding an "s" to the verb when he, she or it are the subjects applies only to:

_____ present verbs
_____ past verbs
_____ future verbs

11.

CHECK the pronouns below that would require a present verb to end in s.

_____ I
_____ You
_____ he
_____ she
_____ it
_____ we
_____ you
_____ they

FILL IN the blanks:

You add an "s" only to __________ (present/past/future) verbs when you use he, she, or it subjects.

12.

So far, we've only covered agreements of **PRONOUN** subjects with verbs. In many sentences, subjects are not pronouns, they are nouns. It's easy to tell which noun subjects agree with verb forms.

FIND the subject. **ASK** yourself if it is a he, she, or it, subject. In other words, is the subject a single person or thing?

IF the subject is a single person or thing, it takes a verb ending in "s," such as sees. If the subject is **NOT** a single person or thing, it takes the normal form of verb, such as see.

UNDERLINE the subjects below that are single persons or things:

Bill goes to the circus.

George and Marcia ride on the roller coaster.

The men walk down the stairs.

This cart goes very roughly.

The dog walks down the hill.

This car rides very roughly.

The man walks down the stairs.

All of them need to be happy.

The mouse runs up the clock.

FILL IN the blank.

If the subject of a sentence is a ________ person or thing, you add an "s" to the verb form.

13.

Some subjects are hard to classify as single persons or things. For example, READ this sentence:

Either Bob or Becky will carry the books.

At first glance, the subject Either Bob or Becky may seem to be plural. It is NOT. It is singular because EITHER Bob OR Becky--ONLY ONE OF THEM--will carry the books.

Other subjects are like this too, and the easiest way to find them is to remember the key words with which they begin:

neither
either
each

CHECK the sentences with singular subjects below:

_____ Each of the thirty men wears a uniform.

_____ George and Roger both want the job.

_____ Either one of them knows what to do.

_____ Each person in this room needs to know.

_____ Neither you nor Shirlee is right all the time.

_____ Boys will be boys.

FILL IN the blanks:

Subjects beginning with neither, either, or each are ______________ (singular/plural) subjects and need a verb form ending in the letter _____.

14.

WRITE the correct verb form in each of the sentences.

She (know, knows) what's wrong.

I (see, sees) what you (mean, means).

Charles always (stand, stands) in the back.

You (write, writes) with great force.

Watch those guys when they (hand, hands) over the key.

We never (say, says) no.

This ball (bounce, bounces) high.

He always (answer, answers) courteously.

Mary and Jean (giggle, giggles).

Neither of them (say, says) much; they don't have to.

Each of the boys (know, knows) he can do better.

15.

CHECK the sentences below that do not have correct verb forms. (The verb form is underlined.)

_____ Each of the 23 guys works in the shop.

_____ You gives me a pain in the neck.

_____ I wants to help you.

_____ This car always breaks down.

_____ We love skating.

_____ Neither Bill nor Sam want more.

_____ The dogs bark whenever they see me.

_____ This knife always fall down.

16.

With some verbs, "es" has to be added instead of "s." For example, LOOK AT these two verbs. (The time of the verb is present).

Subject	Verb Form	Subject	Verb Form
I	do	I	go
You	do	You	go
He, she, it	does	He, she, it	goes
We	do	We	go
You	do	You	go
They	do	They	go

FILL IN the blanks in the sentences below with the correct form of either do or go.

(go) She never __________ out after dark.

(go) They __________ everywhere together.

(do) It simply __________ not work.

(do) Please __________ your homework now.

(go) Mary __________ on vacation in June.

(do) You always __________ the easy work.

(go) Birds __________ South in winter.

(do) The screw __________ the trick.

17.

Circle the sentences below that do not have correct verb forms. The verbs are underlined.

a. Bill and Joe goes home at five.

b. He does good work most of the time.

c. Each man goes home.

d. The pillow goes on the sofa.

e. The fresh air do me good.

f. You always go in the other direction.

g. We does it faster.

h. I go where you go.

i. When do the train leave?

j. How old does you have to be to vote?

k. Neither of the two go often.

18.

Most verbs that are in the past have the same form for any subject. For example:

I shouted.

You shouted.

He shouted.

FILL IN the past form of the verb in parentheses for each of the sentences below. The first is done for you.

(walk) She walked.

(rain) It ____________.

(talk) We ____________.

(laugh) They ____________.

(play) Mary ____________.

(plead) Mary and Bill ____________.

FILL IN the blank:

Most verbs in the past have ______________ (different/the same) forms for all subjects.

19.

Future verbs, too, have the same form for all subjects. The word "will" (sometimes abbreviated 'll, as in I'll) is used with the normal form of the verb for all subjects. For example:

I will shout.
You will shout.
They'll shout.
He will shout.
They will shout.
She'll shout.

FILL IN the future form of the verb in parentheses for each of the sentences below:

(walk) She __________.

(laugh) They __________.

(run) He __________.

20.

FILL IN the proper future or past tense for the subjects below:

FILL IN FUTURE TENSE

(wash) John ________ the car.

(swallow) The frog ________ the fly.

(listen) Karen, you ________ to the teacher.

FILL IN PAST TENSE

(wash) John __________ the car.

(swallow) The frog __________ the fly.

(listen) Karen, you __________ to the teacher.

FILL IN the blanks:

Most verbs in the past AND future tenses have ________________ (the same/different) forms for any subject.

21.

In matching a verb to its subject, we have to be careful about the verb "is."

STUDY the following:

Present	Past
I am	I was
You are	You were
He, she, it is	He, she, it was
We are	We were
You are	You were
They are	They were

FILL IN the blanks in the following sentences with the appropriate form of the verb above. (The first one is done for you).

(present) I am extremely enthusiastic today.

(past) She __________ already at home.

(present) You __________ definitely right.

(past) We __________ just about to mention that.

(present) They __________ always late.

(past) I _________ feeling fine before you came.

(present) It __________ a fine thing that you are doing.

(past) He __________ a lawyer before he became a judge.

(present) I __________ always ready.

(past) You __________ the last person I saw there.

22.

For each of the sentences below, FILL IN the blank with the appropriate form of the verb in parentheses that precedes it. Use only present verb forms.

(is) I __________ on the wrong train.

(play) My friend __________ a mean game of chess.

(go) We __________ wherever we are told.

(know) You __________ the right answer.

(do) It __________ a great deal of harm.

(is) We __________ pleased to accept.

(jump) They __________ like kangaroos.

(go) She only __________ to the movies rarely.

(do) The price __________ not matter.

23.

In matching a verb to its subject, you also have to be careful of the verb "has."

STUDY the following:

Present	Past
I have	I had
You have	You had
He, she, it has	He, she, it had
We have	We had
You have	You had
They have	They had

FILL IN the blanks in the following sentences with the appropriate form of the verb above.

(present) I __________ a bad cold.

(past) She __________ her chance and lost.

(present) You __________ a right to disagree.

(past) We __________ a great party last night.

(present) They __________ a magnificent view.

(past) I __________ a great idea.

(present) It __________ a nice sound to it.

24.

FILL IN the correct form of the verb "has" in each of the blanks below.

(present) You __________ your nerve!

(past) The ants __________ a picnic.

(present) The forest __________ a forbidding look.

(present) The sofas __________ red upholstery.

(present) We __________ your number.

(past) Jane __________ rheumatic fever when she was a child.

(present) The policeman __________ a new badge.

25.

The verbs in the following sentences are underlined. CHECK any sentences with an incorrect verb.

_____ He always do it well.

_____ On a cold day, it is hard to skate.

_____ Last Monday, I were thirty-nine.

_____ I knows why you are angry today.

_____ The pencil go in the top drawer always.

_____ Bernie had an umbrella yesterday.

_____ I does it this way all the time.

_____ Today we is united in friendship.

_____ I waited for you all night.

_____ When we was young, we was happy.

26.

WRITE the correct verb in each of the sentences below.

One of them (see, sees) the book.

Both of the dogs (has, have) spots.

Neither of the men (was, were) ready.

None of the people (want, wants) to go home.

One of them (is, are) tall.

Each of them (has, have) a different excuse.

27.

CHECK the sentences that do not have the correct verb forms. The verbs are underlined.

____ I does my work without complaining.

____ The clocks tick softly.

____ Neither of them see his mistake.

____ You was not sick yesterday.

____ Last year, I will be old enough to vote.

____ The sun goes down in the West.

____ None had a chance.

____ We was about to leave.

____ They are innocent.

____ The duck quacked shrilly.

28.

REVIEW

MATCH the tense of the verb to the TIME of the sentence.

In 1492, Columbus __________ (discovers, will discover, discovered) America.

Next year, I __________ (know, will know, knew) more than I do now.

SUBJECT AND VERB AGREEMENT SOLUTIONS

1. Charles decided
Mary and Harry can try I am
he was
I will stay work you go
Are you waiting

2. 2, 4
3

3, wanted (past)
shows (present)
is taking (present)
will be (future)
is going to be (future)

4. Next week
Last Monday
future
past
future
sentence 2

5. future
will go
future
will see
past
was
present
is doing

6. Last October ...
Last month, she is ...
In 1942, I ...
Since 1865, we ...

7. sees
he, she, or it
sees

8. he
it
she
throws
throws
throw

9. We breathes...
He puzzle ...
You dances...

10. present verbs

11. he
she
it
present

12. Bill
cart
dog
car
man
mouse
single

13. Each of the thirty...
Either one of ...
Each person...
Neither you ...
singular
s

14. knows
see, mean
stands
write
hand
say
bounces
answers
giggle
says
knows

15. You gives...
I wants ...
Neither Bill nor...
This knife...

16. goes
go
does
do
goes
do
go
does

17. a. g. j.
e. i. k.

SUBJECT AND VERB AGREEMENT SOLUTIONS

18. rained
talked
laughed
played
pleaded
the same

19. will walk
will laugh
will run

20. will wash
will swallow
will listen
washed
swallowed
listened

21. are
was
is
was
am
were

22. am
plays
go
know
does
are
jump
goes
does

23. have
had
have
had
have
had
has

24. have
had
has
have
have
had
has

25. He always...
Last Monday...
I knows...
The pencil...
I does it...
Today we...
When we...

26. sees
have
was
wants
is
has

27. I does my...
Neither of them...
You was not...
Last year, I ...
We was...

28. discovered
will know
works
go
love
will make
behaved
is
are
have
has

PAST VERB FORMS

Lesson 4

1.

Sometimes verbs that describe a single action are made up of more than one word. LOOK AT the following examples:

Henry votes for John.

Henry is voting for John.

In both of the sentences above, the action is the same. The verb in the first sentence is a single word: votes. The verb in the second sentence is made up of two words: is voting.

Now READ these examples:

Henry voted for John.

Henry had voted for John.

Both of the above sentences describe the same action.
The verb in the first sentence is the word ______________.
The verb in the second sentence is made up of two words, __________ and __________.

2.

Such words as can, may, shall, should, could, would, will, has, had, have, is, was and did are often paired with other verbs to form two or three-part verbs. For example, READ the following sentences. The two or three-part verbs are underlined.

1. They can tell when someone is missing.
2. I should have done my homework.
3. Mary will buy the black sweater.
4. John really did try.

Now READ the following sentences. In each sentence, find the two or three-part verb.

1. The teacher may give a test tomorrow.
2. We could have gotten an extra day off.
3. She has suffered from a cold for two weeks.
4. Bob is selling his car.
5. We should have eaten before the movie started.

3.

In many sentences with two or three-part verbs, the verbs are separated by other words. This happens whenever sentences are in the form of questions.

READ the following sentences. The parts of the verb are underlined.

Is he coming?

He is probably looking for us.

Have you finished yet?

I could not have told a lie.

FIND the parts of the verbs in these sentences.

1. Have you ever played tennis?
2. He should never have gone to Chicago.
3. Has he brought the lunches?
4. I had almost forgotten them.
5. Would he have liked that book?

4.

In each sentence FIND all parts of the verb. Some sentences have only one-part verbs.

1. Have you looked for me?
2. He must have waited for three hours.
3. Who has been calling you?
4. I will see him to the door.
5. I collected my things.
6. Will you stay here later?
7. You can still come to the party.
8. I parked the car.

5.

PREVIEW FRAME

In this lesson, you will study in detail the two and three-part verbs which use the words has, had and have. You will discover that these words require a special form of the verb for the last part. You will learn the correct form for some of the more difficult verbs.

NO RESPONSE REQUIRED

6.

The verb form that contains the words has, had or have is called the past participle (PAR tih sip ul) of the verb.

WRITE the letters PP next to each sentence below which contains a past participle.

_____ I had decided to go before he called.

____ I studied very hard for the exam.

____ He already knows everyone's name.

____ Can you help me?

____ Has he eaten dinner yet?

____ Tom has skied for ten years.

7.

WRITE the word in each of the following sentences that indicates that the past participle form of the verb is needed.

1. I would have liked to go too.
2. They might have finished by now.
3. He had decided to go back to school.
4. She had already started to leave.
5. They had already arrived when we got there.

8.

WRITE the three words that are used with the past participle form of a verb.

____

____

____

9.

READ the following sentences, paying special attention to the verbs.

1. I walk to the store.

2. I walked to the store.

3. I have walked to the store.

For the above verb, the past participle form of the verb is the same as the past tense of the verb. The past participle, in this case, is formed by adding the letters "ed" to the present tense of the verb. WRITE the form of the verb "to walk" under each of the descriptions below.

Present	Past	Past Participle
________	________	________________

10.

READ the following sentences:

I help my teacher.

I helped my teacher.

I have helped my teacher.

WRITE the correct form of the verb "to help" under each of the following descriptions.

Present	Past	Past Participle
________	________	________________

11.

Many verbs form the past participle by adding the letters "ed" to the present tense of the verb.

In each pair of sentences below, the verb in the first sentence is in the present tense. In each pair, the second sentence requires the past participle of the verb, because it contains the word had, has or have.

FILL in the past participle form of the verb in each of the sentences below.

I wait on this corner every morning.

I had __________ on this corner for three hours.

You stay here for a while.

You have __________ here too long.

He can help you.

He has __________ you.

PANEL 1

IRREGULAR PAST PARTICIPLES ENDING IN "EN"

has
hav
had

PRESENT	PAST	PAST PARTICIPLES
speak	spoke	spoken
give	gave	given
drive	drove	driven
weave	wove	woven
take	took	taken
write	wrote	written
get	got	gotten

12.

You have learned that many verbs form the past participle by adding the letters _________ to the present tense of the verb. However, there are many verbs which do not follow this rule. In other words, many verbs have past participles which do not follow the general rule. The past participles of these irregular verbs should, therefore, be learned by:

_____ applying the rule

_____ memorizing each one

13.

REFER TO PANEL 1

WRITE the past participles of each of these verbs.

1. He speaks. He has ______________.
2. I write. I have ______________.
3. She weaves. She had ______________.
4. He takes. He has ______________.
5. We got. We have ______________.
6. You drive. You have ______________.

14.

REFER TO PANEL 1

These irregular verbs all have past participles that end with the letters "en." STUDY the chart. Then READ each of the following sentences and DECIDE whether the sentence needs a present tense verb, a past tense verb, or a past participle. Use the past participle only if the verb contains the word has, had or have.

FILL IN the correct form of the verb indicated for each sentence.

(to weave) 1. She has __________ a beautiful rug.

(to take) 2. They had __________ too long.

(to speak) 3. You may __________ now.

(to write) 4. They should __________ home more often.

(to drive) 5. He has __________ for 200 miles.

(to get) 6. Have you __________ a letter this week?

(to give) 7. Please __________ it to me.

15.

REFER TO PANEL 1

WRITE the correct form of the verb in each of the following sentences.

(to speak) 1. He has __________ for two two hours already.

(to write) 2. We should have __________ sooner.

(to drive) 3. He can __________ very well.

(to get) 4. I think I should have ______ a better grade.

(to take) 5. We all __________ our seats as soon as we arrived.

(to weave) 6. She has __________ the threads together.

(to give) 7. Has he __________ you the book?

16.

In each of the following sentences, choose the correct form of the verb and WRITE it in the blank.

(wove, woven) 1. She has ____________ a carpet.

(spoke, spoken) 2. They had ____________ to her yesterday.

(took, taken) 3. He had ____________ his time getting her.

(wrote, written) 4. They ____________ a book together.

(got, gotten) 5. I ____________ a new guitar.

(drove, driven) 6. You have ____________ for too long.

(gave, given) 7. He has ____________ his promise.

PANEL 2

PAST PARTICIPLES ENDING WITH "N"

ha
ha
ha

PRESENT	PAST	PAST PARTICIPLES
wear	wore	worn
tear	tore	torn
fly	flew	flown
know	knew	known
see	saw	seen

17.

REFER TO PANEL 2

WRITE the past participle of each of these verbs.

1. He knew her name. He had __________ her name.

2. She tore her dress. She has __________ her dress.

3. They wear strange clothes. They have __________ strange clothes.

4. I fly to New York annually. I have __________ to N.Y. many times.

5. You should see that movie. You should have __________ that movie.

18.

REFER TO PANEL 2

READ the following sentences and DECIDE which form of the verb to use. Remember that the words has, had and have indicate that the past participle is needed. WRITE the correct verb form in each blank.

(to wear) 1. I should have __________ a warmer coat.

(to know) 2. You __________ her name, don't you?

(to see) 3. He had __________ all he wanted to see.

(to fly) 4. They have __________ many times.

(to tear) 5. Has he __________ the cover of the book?

19.

REFER TO PANEL 2

FILL IN the correct form of the verb in each of these sentences.

(to see) 1. Have you ever __________ a rainbow?

(to fly) 2. You can __________ if you want to.

(to know) 3. He should have __________ we were coming.

(to wear) 4. He has __________ that shirt for a whole week.

(to tear) 5. They had __________ it up before I could stop them.

20.

For each of the following sentences, SELECT the correct verb form and WRITE it in the blank.

(wore, worn) 1. He has always __________ his hair that way.

(saw, seen) 2. I __________ him coming.

(flew, flown) 3. We would have __________, but it cost too much.

(tore, torn) 4. He has __________ his pants again.

(knew, known) 5. She should have __________ better.

21.

STUDY these two verb forms:

has
have
had

Present	Past	Past Participle
sing	sang	sung
swing	swung (not swang)	swung

What is the past participle of the verb "to sing?" ____________

What is the past participle of the verb "to swing?" ____________

COMPLETE these sentences by FILLING IN the correct form of the verb indicated.

(to sing) 1. He ____________ all evening long.

(to sing) 2. She had ____________ the song many times.

(to swing) 3. He laughed as he ____________ from the limb.

(to swing) 4. He had ____________ from that tree when he was a boy.

22.

SELECT the correct form of the verb and WRITE it in the blank.

(sang, sung) 1. They have ____________ that song before.

(swang, swung) 2. I had ____________, the sack over my shoulder.

23.

STUDY these two verb forms:

has
have
had

Present	Past	Past Participle
stand	stood	stood
understand	understood	understood

What is the past participle of the verb "to stand?" __________

What is the past participle of the verb "to understand?" __________

FILL IN the correct verb forms in these sentences:

(to stand) 1. I had __________ in line for hours.

(to understand) 2. Can you __________ what he says?

(to understand) 3. Have you __________ everything so far?

(to stand) 4. You should not __________ in the rain.

24.

SELECT the correct verb form and WRITE it in the blank.

(standed, stood) 1. They could have __________ there for hours waiting for a taxi.

(understanded, understood 2. He hadn't __________ a single word.

25.

STUDY the following chart.

has
have
had

Present	Past	Past Participle
am, is, are	was, were	been
have, has	had	had

COMPLETE the following pairs of sentences with the correct verb form.

1. She is happy. She has ___________ happy.
2. I am bored. I have ___________ bored.
3. They have enough. They have ___________ enough.
4. He has troubles. He has ___________ troubles.

26.

STUDY the following verb forms:

has
have
had

Present	Past	Past Participle
is, am, are	was, were	been
has, have	had	had

FILL IN the correct form of the verb in these sentences:

(to be) 1. She had ___________ sick for two weeks.

(to be) 2. They should have ___________ ready at noon.

(to have) 3. He has ___________ plenty of time.

(to have) 4. I ___________ my chance, but I lost.

(to have) 5. Have you __________ a good time?

(to be) 6. I __________ not happy.

27.

SELECT the correct form of the verb to complete each of these sentences, and WRITE it in the blank.

(were, been) 1. They __________ at the store.

(had, have) 2. He has __________ fun.

28.

STUDY these verb forms:

has
have
had

Present	Past	Past Participle
come	came	come
run	ran	run

For both of the above verbs, the past participle form is the same as the:

_____ present tense form
_____ past tense form

COMPLETE the following pairs of sentences by writing the correct verb form.

1. I come to every class. I have __________ to every class.
2. They came quickly. They had __________ quickly.
3. They ran away. They have __________ away.
4. He runs slowly. He has __________ slowly.

29.

LOOK AT the chart below.

Present	Past	Past Participle
run	ran	run
come	came	come

FILL IN the correct form of the verb in these sentences:

(to come) 1. I should have ___________ earlier.

(to come) 2. Has he ___________ every week?

(to run) 3. I ___________ around the block.

(to run) 4. I could not have ___________ any faster.

30.

SELECT the correct verb form and WRITE it in the blank.

(ran, run) 1. They ___________ toward the accident.

(came, come) 2. He would have ___________ if he had been invited.

PANEL 3

PAST PARTICIPLES OF IRREGULAR VERBS
(The verbs are listed in alphabetical order)

has
have
had

PRESENT	PAST	PAST PARTICIPLES
am, is are	was, were	been
come	came	come
drive	drove	driven
fly	flew	flown
get	got	gotten
have, has	had	had
know	knew	known
run	ran	run
see	saw	seen
sing	sang	sung
speak	spoke	spoken
stand	stood	stood
swing	swung (not swang)	swung
take	took	taken
tear	tear	torn
understand	understood	understood
wear	wore	worn
weave	wove	woven
write	wrote	written

31.

REVIEW FRAME

REFER TO PANEL 3

COMPLETE these sentences with the correct form of the verb.

(sing) 1. Our glee club __________ at City Hall last Thanksgiving.

(understand 2. If we had __________ the directions, we would not have gone so far out of the way.

(speak) 3. She has often __________ highly of you.

(be) 4. There have __________ many new courses added to the curriculum.

(fly) 5. Each year birds __________ to warmer climates during the winter.

(tear) 6. Our clothing had been __________ on the barbed wire as we made our escape.

(have) 7. I __________ three polio shots before I could attend camp.

(run) 8. The first race already has been __________, the second race will begin soon.

(know) 9. If my friend had not received the note, he would not have __________ about the surprise party.

(get) 10. I __________ on the wrong train and was late for work.

(take) 11. Carl has __________ drum lessons for many years.

(fly) 12. The papers had __________ out the window.

(write) 13. Many books have been __________ on the art of golf.

32.

REVIEW FRAME

REFER TO PANEL 3

SELECT the correct form of the verb and **WRITE** it in the blank.

(weaved, woven, woved) The material has been ____________ in Greece.

(swung, swang, swinged) The branches ____________ so violently that they almost cracked.

(drived, driven, drove) The unpleasant man had ____________ away all of his friends.

(seen, saw) All of us have ____________ that film.

(wore, worn) The book bindings had been badly ____________ by the end of the school year.

(standed, stood) The children had ____________ for several hours to watch the parade.

33.

When the word "have" is used after words like "could," "should," "would," "might," and "must" and phrases like "ought to" and "had to," it frequently sounds like the word "of."

I could have run faster (correct)
often sounds like:
I could of run faster. (incorrect)

He should have worked (correct)
often sounds like:

He should of worked harder. (incorrect)

They would have known (correct)
often sounds like:
They would of known. (incorrect)

We might have won (correct)
often sounds like:
We might of won. (incorrect)

CHECK the sentences in which the word "of" is used incorrectly

_____ All of them could run well.

_____ Bill should of called the doctor.

_____ He would of been cured.

_____ Both of them might have known.

_____ Either of us could have called.

_____ He ought to of known better.

_____ He must have known the results.

_____ He had to of understood.

34.

In each of the following groups, pick the sentence which is correct.

_____ You should of come.
_____ You should of came.
_____ You should have come.
_____ You should have came.

_____ I ought to of wrote home.
_____ I ought to of written home.
_____ I ought to have wrote home.
_____ I ought to have written home.

_____ He must of known the answer.
_____ He must have known the answer.

_____ He must of knew the answer.
_____ He must have knew the answer.

_____ He has to of saw the movie.
_____ He has to of seen the movie.
_____ He has to have saw the movie.
_____ He has to have seen the movie.

_____ We would have knew the answer.
_____ We would of knew the answer.
_____ We would have known the answer.
_____ We would of known the answer.

35.

In each of the following groups, pick the sentence which is incorrect.

_____ Tom shouldn't have been angry.
_____ He knew how to bat better than that.
_____ He just swang the bat too hard.

_____ Linda had driven around the block five times.
_____ She knew she had misunderstood Bill's directions.
_____ He must of been late.

ANSWERS TO TEST FRAME

1. sang
2. understood
3. spoken
4. been
5. fly
6. torn
7. had
8. run
9. known
10. got
11. taken
12. flown
13. written

PAST VERB FORMS SOLUTIONS

1. voted
had voted

2. may give
could have gotten
has suffered
is selling
should have eaten

3. have played
should have gone
has bought
had forgotten
would have liked

4. have looked
must have waited
has been calling
will see
collected
will stay
can come
parked

5. No response required.

6. I had decided to go before he called.
Has he eaten dinner yet?
Tom has skied for ten years.

7. have
have
had
had
had

8. has
had
have (any order)

9. walk; walked; walked

10. help; helped; helped

11. waited
stayed
helped

12. ed
memorizing

13. spoken
written
woven
taken
gotten
driven

14. woven
taken
speak
write
driven
gotten
give

15. spoken
written
drive
gotten
took
woven
given

16. woven
spoken
taken
wrote
got
driven
given

17. known
torn
worn
flown
seen

18. worn
know
seen
flown
torn

19. seen
fly
known
worn
torn

PAST VERB FORMS SOLUTIONS

20. worn
saw
flown
torn
known

21. sung
swung
sang
sung
swung
swung

22. sung
swung

23. stood
understood
stood
understood
understood
stand

24. stood
understood

25. been
been
had
had

26. been
been
had
had
had
am

27. were
had

28. present tense form
come
come
run
run

29. come
come
ran
run

30. ran
come

31. 1. sang
2. understood
3. spoken
4. been
5. fly
6. torn
7. had
8. run
9. known
10. got
11. taken
12. flown
13. written

32. woven
swung
driven
seen
worn
stood

33. Bill should have called...
He would have been...
He ought to have known...
He had to have understood.

34. You should have come.
I ought to have written...
He must have known the...
He has to have seen...
We would have known the...

35. He just swang the bat...
He must of been late.

SUBJECT AND OBJECT PRONOUNS

Lesson 5

1.

LOOK AT these two sentences.

John hits Bill.

He hits him.

Words that are persons' names or the names of things are nouns.

Words that replace nouns are pronouns.

Which words in the above sentence are pronouns? ________________

2.

In the list below WRITE N next to nouns and P next to pronouns.

_____ Bill

_____ him

_____ father

_____ he

_____ fireplug

_____ she

_____ they

_____ them

_____ girl

3.

READ these sentences and WRITE the subject of each sentence in the blank beside it.

REMEMBER that some sentences have understood subjects.

He hit him. ______

He hit. ______

Hit him. ______

4.

LOOK AT this sentence:

He loves.

The sentence, He loves, doesn't tell us very much.

We do not know who or what he loves.

Does he love her?

Does he love chicken?

Does he love baseball?

We can't tell without more information.

NO RESPONSE REQUIRED

5.

The sentence, He loves her gives us more information.

We know who the subject is: He

We also know who or what he loves. He loves her.

Her is the object of the sentence because it shows what he loves. It tells us more.

Bill and John watch the movie.

WHAT is the object of this sentence?

WHAT is the subject?

6.

You can find the object of a sentence by asking what the subject is doing. For example:

> The United Nations gives aid to many small countries.

The subject of this sentence is the United Nations. The object of this sentence is aid. You know this when you ask the question, what does the United Nations give?

READ the following sentences. After each sentence is a question. FILL IN the blank after each question.

Welfare laws provide assistance to needy people.

> What do welfare laws provide?
> (What is the object?) ____________

A United States citizen has freedom of speech.

> What does a United States citizen have?
> (What is the object?) ____________

The crowds in the cities have driven them away.

> What have the crowds in the cities driven away?
> (What is the object?) ____________

Give him the keys to the car.

> What should you give him? (What is the object?) ____________

Cuba grows sugar cane for export.

> What does Cuba grow? (What is the object?) ____________

best copy available

He hit it clear over the fence.

What did he hit? (What is the object?)

____

7.

Sometimes there is more than one object in a sentence.

All nouns and pronouns that are not subjects are objects.

READ this sentence:

I pay income tax.

What is the subject? (who pays?) __________

What is the object? (what does the subject pay?) __________

Switzerland is the subject of both sentences below. All the other nouns and pronouns in these sentences are objects. WHAT are the objects?

A. Switzerland pays a tariff on watches.

B. Switzerland pays a tax on them.

8.

REMEMBER that a sentence can have two subjects, for example:

Mary and Sue sent out invitations.

What are the subjects of the above sentences? __________

What is the object of the above sentence? __________

9.

WRITE the objects in the sentences below:

Good food and fresh air brought about her recovery.

The Mayor and the Union finally signed the contract.

A truce was declared by the three warring powers.

10.

This is how to find an object in a sentence:

1. Find the subject or subjects.
2. Pick out the other nouns or pronouns in the sentence.

The nouns and pronouns that are not subjects will be objects.

UNDERLINE the objects in the sentences below.

His father gave him the car and asked him to fix it.

Mary showed Bill the map and located on it the house she had sold him.

Peter and Paul agreed to take a train to the East Coast and then to book passage on a ship crossing the Atlantic.

He asked us to treat it with care for it was the only coin of its kind.

She begged them to leave her alone and go bother their father.

11.

When we use pronouns as subjects and objects, they sometimes have different forms.

STUDY the list below.

Subjects	Objects
I	me
you	you
he	him
she	her
it	it
we	us
you	you
they	them
who	whom

Below is a series of sentences. The sentences are in pairs. One sentence has nouns as subjects and objects. The sentence underneath it has blanks. FILL IN the blanks with the correct pronoun. The first one is done for you.

The random movement of molecules is called heat energy.

____It____ is called heat energy.

She lent her skates to Mary's brother.

She lent her skates to __________.

The Bill of Rights guarantees the right to life, liberty and the pursuit of happiness.

The Bill of Rights guarantees the right to ______________.

My friends and I formed a club.

______________ formed a club.

12.

LOOK AT these sentences:

I love you.

You love me.

When the subject pronoun I becomes an object, it changes to the object pronoun ME.

What happens to the pronoun YOU when it moves from subject to object? ______________

13.

The pronouns you and it do not change from subject to object.

WHICH of the sentences below uses it as an object?

1. You give it to me.
2. It gives me a pain.

14.

COMPLETE the table below:

Subjects	Objects
I	me
you	______
he	him
she	her
it	______
we	us
you	______
who	whom
they	them

WRITE your own complete list of subject and object pronouns from table 14.

Subjects	Objects
________	________
________	________
________	________
________	________
________	________
________	________
________	________
________	________
________	________

15.

Subjects	Objects
I	me
you	you
he	him
she	her
it	it.
we	us
you	you
they	them

The sentences below are in pairs. One sentence has nouns as subjects and objects. The sentence underneath it has blanks. FILL IN the blanks with the correct pronouns.

Mary told Jean to put the keys back in her purse, after locking the doors.

______ told ______ to put _____ back in her purse, after locking ______.

The police asked Mrs. Brady and me to show the detective exactly where the thieves had found the hidden jewels, and Mrs. Brady began to cry.

______ asked ______to show ______ exactly where ______ had found ______, and ______ began to cry.

In order to build this house, Mr. Smith chopped the trees down mercilessly and probably defaced the landscape forever.

In order to build ______, ______ chopped ______ down mercilessly and probably defaced ______ forever.

Jim and I cried out to Tommy, "Tommy, let the baby have his toys."

______ cried out to ______, "______ let ______ have ______.

16.

When a pronoun is used as the subject of the sentence it will always take the subject form.

Below are listed the subject pronouns. In the blanks, WRITE the matching object pronouns.

I ____________

You ____________

He ____________

She ____________

It ____________

We ____________

You ____________

They ____________

17.

As you know, sometimes the subject is not included in the sentence if the meaning is clear.

LOOK AT this sentence:

Go ahead and take Mary to the race.

The subject is you. You is an understood subject, (You) go ahead and (you) take Mary to the race.

What kind of a word is Mary?

_____ noun
_____ pronoun
_____ verb

18.

Go ahead and take Mary to the race.

In the above sentence, Mary is the:

_____ subject
_____ object

If we replace the noun Mary with a pronoun, how should the sentence be written?

_____ Take she to the race.
_____ Take her to the race.

19.

LOOK AT this sentence:

Give the radio to James.

What is the subject?

_____ (You)
_____ James
_____ radio

Is James an object? ________________

Is radio an object? ________________

Replace radio and James with pronouns.

Give ______ to ______.

20.

Sometimes there are understood verbs, for example:

John is smarter than Bill.

This sentence means:

John is smarter than Bill is (smart).

Bill is the:

_____ subject of the word is
_____ object of the word is

21.

John is smarter than Bill.

John is smarter than Bill (is).

Bill is the subject of (is).

FILL IN the blank below with the correct form of a pronoun to replace the word Bill.

John is smarter than __________.

22.

LOOK AT this sentence:

Speak more politely when James is here.

Who is the subject? ____________

The word James is used as a (n):

_____ subject
_____ object

REPLACE the word James with the correct pronoun.

Speak more politely when _____ is here.

23.

LOOK AT this sentence:

Give the truck to Dick.

REPLACE the two nouns with pronouns.

Give ________ to _________.

24.

A. Give the coat to Jill.

B. You are not as cold as Jill.

Jill occurs in both the sentences above.

In sentence A, Jill is the:

_____ subject of the verb give
_____ object of the verb give

In sentence B, Jill is the:

_____ subject of the verb are
_____ object of the verb are
_____ subject of the understood verb is
_____ object of the understood verb is

REPLACE the nouns in the sentences above with the correct pronouns.

Give ______ to ______.

You are not as cold as ______.

25.

In the blanks below, WRITE in the list of object pronouns.

Subject	Object
I	______
you	______
he	______
she	______
it	______
we	______
you	______
they	______
who	______

26.

In the following sentences, REPLACE the word in parenthesis by the correct pronoun.

John's sister is younger than _______ (John).

Let ______ (Rover) out for a walk, Bob.

______ (James) was chosen for __________ (the team).

Eat Peter's ice cream if __________(Peter) doesn't want any.

Why do ______ (the Browns) eat ________ (snake oil)?

Don't show your hand to ______ (Peter and James).

27.

It is often difficult to use the subject pronoun "who" and the object pronoun "whom" correctly.

This test will help you with most cases:

1. Forget the words (if any) that come before "who" or "whom."
2. Substitute the subject pronoun "he" for the subject pronoun "who" and the object pronoun "him" for the object pronoun "whom."

I wish I knew the person [who/whom] is responsible for this.

1. Drop the preceding words

[who/whom] is responsible for this

2. Substitute "he" and "him"

he is responsible for this
him is responsible for this

_____ I wish I knew the person who is responsible for this.
_____ I wish I knew the person whom is responsible for this.

28.

Fill in the blanks with who or whom. Substitute "he" and "him" for "who" and "whom."

I wonder ______ owns that car.

Did you see ______ left the room?

It was Charles ______ made the mistake.

I don't know ______ is going to win.

The boy ______ lives next door broke our window.

______ was that lady I saw you with last night?

29.

Sentences which use who or whom frequently have an "unusual" word order.

You will often have to rearrange the word order before you apply the test.

I wonder [who/whom] he called today.

1. Drop the preceding words.

   [who/whom] he called today

2. Rearrange the word order.

   he called [who/whom] today

3. Substitute "he" and "him."

   he called he today
   he called him today

I wonder ______ he called today.

Fill in the blanks with who or whom.

They invited ______ they wanted.

Bill knows ______ is running.

______ can I blame for this mess.

It was he _____ I saw going.

No one knows ______ they will choose.

I am the person ______ left the message.

Mr. Bayes, ______ I greatly admire,
won an award.

Did you tell the teacher ______ did that?

She favors those ______ she likes best.

The jury decided ______ was guilty.

30.

Prepositions are short words like:

about
above
after
against
among
before
behind
beside
between
by
for
from
in
near
of
on
with
without

The word whom always follows a preposition.
(It is the object of the preposition).

Fill in the blanks with who and whom.

To ______ does the car belong?

For ______ was the letter addressed?

______ has seen my new gloves?

By ______ was that book written?

She went out with ______ she liked.

I am the person ______ knows the answers.

About ______ was she speaking?

There is only one person on ______ she depends.

Gene, ______ is still working, is ambitious.

He was the judge before ______ we were cited to appear.

You are a person of ______ I have heard many nice things.

He is the one against ______ you must play in the semi-finals.

31.

Fill in the blanks with who or whom.

To ______ should I send this bill?

When will you know ______ is going to play?

June is the girl for ______ I gave my vote.

Beside ______ did you sit at the concert?

Jim is the person without ______ this party would not have been possible.

______ came to your party last night?

______ did you see on the way home?

The friend ______ I visited just had an operation.

Do you know for ______ I did this work?

______ has my shoe brush?

To ______ are you writing?

Have you heard ______ was invited?

______ has been sitting in my chair?

SUBJECT AND OBJECT PRONOUNS SOLUTIONS

1. He, him

2. N
   P
   N
   P
   N
   P
   P
   P
   N

3. He
   He
   You

4. No response required.

5. Movie
   Bill and John

6. assistance
   freedom of speech
   them
   keys
   sugar cane
   it

7. I
   income tax
   tariff, watches
   tax, them

8. Mary and Sue
   invitations

9. her recovery
   the contract
   the three warring powers

10. a. him, the car, him, it
    b. Bill, the map, it, the house, him
    c. a train, the east Coast, passage, a ship, the Atlantic
    d. us, it, care, it, coin, kind
    e. them, her, father

11. him
    them
    We

12. It doesn't change (or equivalent response)

SUBJECT AND OBJECT PRONOUNS SOLUTIONS

13. 1. You give it to me.

14. You
it
you

15. she, her, it, them
They, us, him, they, them, she
It, he, them, it
We, him, you, him, them

16. Me
You
Him
Her
It
Us
You
Them

17. Noun

18. Object
Take her to the race.

19. (You)
Yes
Yes
It, him

20. Subject of the word is

21. He (is)

22. You
Subject
He

23. It, him

24. Object of the verb give
Subject of the understood verb is
It, her
She

25. Me
You
Him
Her
It
Us
You
Them
Whom

6. He
Him
He, it
He
They, it
Them

7. .... the person who is .....

8. Who
Who
Who
Who
Who
Who

9. Whom
Whom
Who
Whom
Whom
Whom
Who
Whom
Who
Whom
Who

30. Whom (him)
Whom (him)
Who (he)
Whom (him)
Whom (him)
Who (he)
Whom (Him)
Whom (him)
Who (he)
Whom (him)
Whom (him)
Whom (him)

31. Whom
Who
Whom
Whom
Who
Whom
Whom
Whom
Who
Whom
Who
Who

POSSESSIVE AND REFLEXIVE PRONOUNS

Lesson 6

1.

You know that different kinds of words perform different jobs in the English language. Some words name persons or things, some take the place of names and some show action. This lesson will teach you about words that show possession or ownership of things.

My, our, their, yours, ours, and theirs are all words that show who owns something. When you're asked who owns something you may use one of these words to indicate ownership.

FILL IN the blank.

Words such as my, our, theirs, and yours show who ______ something.

2.

Ownership words can be either adjectives (description words) or pronouns (words that replace nouns). The underlined words in these sentences are adjectives.

That is her hat.

Where is his suitcase?

That is my sandwich!

Where is their car?

It is our good luck.

The baby has many toys, but the train is its favorite.

The underlined words in these sentences are pronouns:

That is hers.

Where is his?

Where is theirs?

It is ours.

If a word is an ownership word, it tells you to whom something belongs. It answers the question: "Whose is this?"

WRITE the ownership words in the sentences below.

Bill is using his car to drive to the beach.

It is not all mine; maybe you shouldn't use it.

Barbara is holding her place in line.

The telephone is his.

We own the house; it is ours.

FILL IN the blank:

The two kinds of ownership words are __________ and __________.

3.

Adjectives that show ownership, like other adjectives, describe or modify nouns. Thus, they always are used with another word, such as in his hat, our games, and my house.

WRITE the possessive adjectives that show ownership in the sentences below.

We went to her father's cabin.

I saw his motorcycle; it's a zippy one.

Do you want your drink?

Norman wants to see my paintings.

FILL IN the blanks:

Possessive adjectives always ____________ nouns.

4.

Pronouns that show ownership (or possession) are always used in place of a noun. LOOK AT these sentences.

The bicycle is Mary's.

The bicycle is hers.

Mary's is a possessive noun. Hers is a possessive pronoun that replaces the noun.

CHECK the sentence that uses a possessive pronoun.

_____ The tractor is his.
_____ Where is Charlie's hat?
_____ Where is his hat?

5.

A possessive pronoun replaces a noun. READ over this list of possessive pronouns:

mine
yours
his
hers
its

ours
yours
theirs

UNDERLINE the possessive pronouns used in the sentences below.

The cup is mine.

Why do you say the coat is not yours?

It is theirs.

The office is ours.

It is mine, not hers.

6.

Possessive adjectives are always used to modify a noun. Possessive pronouns take the place of a noun or pronoun. They don't modify any other words.

WRITE the possessives used in the sentences below.

UNDERLINE the possessive adjectives and CIRCLE the possessive pronouns.

Although I knew it was hers, she
thought it was mine.

This house is yours.

Let me take you to our doctor.

That's his.

Help yourself to what is yours.

My time is your time and your
time is mine.

Let us have a look at theirs.

FILL IN the blanks:

Possessive adjectives such as your, her and their are always used to ___________ nouns.

Possessive pronouns such as yours, hers, and theirs ___________________________ of a noun or pronoun; they ______________ (do/do not) modify another word.

7.

Here is a table of possessive adjectives and possessive pronouns. (On the left are the subject pronouns to which they correspond.)

Pronoun	Possessive Adjective	Possessive Pronoun
(I)	my	mine
(you)	your (not you're)	yours
(he)	his	his
(she)	her	hers
(it)	its (not it's)	its (not it's)
(we)	our	ours
(you)	your (not you're)	yours
(they)	their (not they're)	theirs
(who)	whose (not who's)	whose

Which words are the same as possessive adjectives and possessive pronouns?

____

Most possessive pronouns differ from the corresponding adjective because they add the letter _______ at the end.

Which is the only possessive pronoun that does not end with this letter?

____

8.

Possessive adjectives are frequently confused with contractions (two words compressed into one). Here is a list of contractions frequently confused with possessives:

You're = you are
it's = it is
they're = they are
who's = who is

The kind of word that contains an apostrophe is a:

_____ possessive pronoun
_____ contraction

9.

If you can use two words in place of one, you should use a contraction. If you cannot, you should use a possessive adjective. Select the correct word missing in each of the sentences below.

That is ______ job.

_____ you're = your are
_____ your

I'm glad ______ coming.

_____ you're = you are
_____ your

______ a good thing.

_____ It's = it is
_____ Its

______ book is that?

_____ Who's = who is
_____ Whose

I copied ______ number.

_____ it's = it is
_____ its

_____ coming to dinner?

_____ Who's = who is
_____ Whose

_____ my turn to play.

_____It's = it is
_____ Its

10.

Here is a table of possessive adjectives and possessive pronouns. (On the left are the subject pronouns to which they correspond.)

Pronoun	Possessive Adjective	Possessive Pronoun
(I)	my	mine
(you)	your	yours
(he)	his	his
(she)	her	hers
(it)	its	its
(we)	our	ours
(you)	your	yours
(they)	their	theirs

Before each sentence below is a pronoun in parenthesis.

FILL IN the blank with the correct possessive form. Be careful to discriminate adjectives from pronouns.

(The first is done for you).

(I) What is __mine__ is not yours.

(she) She put ______ hand into the dishwasher.

(they) There is no denying it: the ball is ____________

(you) It was my idea, not __________

(we) ______ plan was to steal his gun.

(it) Will we be able to remove __________ bullets?

(they) Here are __________ footprints.

11.

In each of the following sentences, WRITE the correct form in the parenthesis.

This seat is (my, mine).

Let me see (her, hers) work.

The boys hid (their, theirs) loot.

The victory is (our, ours)!

Peter and Jim, are these (your, yours) lockers?

It is (their, theirs); I didn't make it.

Even though she left (her, hers) in the car, it wasn't spoiled.

I was glad to get invited to (their, theirs) party.

Guess (who's, whose) coming to dinner.

Guess (who's, whose) car this is.

(Their, They're) my two best friends.

(Its, It's) a cute baby.

It can even say (its, it's) name.

I know (your, you're) right.

Let me borrow (your, you're) new album.

12.

To know which possessive adjective to use in a certain sentence, you must know if the SUBJECT of the sentence is SINGULAR (one) or PLURAL (more than one). If a subject is singular, you use a singular ownership word such as my, his, her, or its. If a subject is plural, you use a plural ownership word, such as our, or their.

Sometimes it is tricky, however, to find out whether the subject is singular or plural. Here's a list of those tricky subjects--you'd do best to MEMORIZE it:

Singular Subjects	Plural Subjects
each	all
every	several
neither	some
none	many
one	few

WRITE an S or a P next to each of these subjects to show if they're singular or plural:

many ______

all ______

none ______

each ______

several ______

13.

Singular Subjects	Plural Subjects
each	all
every	several
neither	some
none	many
one	few

FILL IN the blanks in these sentences:

None of the children know __________ name.

Neither of them was wearing __________ hat.

Several had brought __________ flashlights.

Some of the boys brought __________ older brothers.

Each of us knew __________ serial number.

Many of them had __________ rifles at ready.

14.

In each of the following sentences, WRITE the correct form in the parentheses.*

Neither of them kept (his, their) appointment.

Every soldier has (his, their) feet inspected.

Some speeders lose (his, their) license.

Each actor performed (his, their) part well.

Several of the tourists interrupted (his, their) trip.

None of them removed (his, their) hat.

*As you saw in the last frame, singular simple subjects are often modified by "of" phrases with plural objects, like: Each of the boys brought his money. An "of" phrase in a sentence should be a warning light for pronoun and verb problems. (We will examine verb problems in a later lesson.)

15.

READ these sentences:

Go to your room!

Go to your own room!

In the second sentence the word own is not needed, but is used to strengthen or emphasize what the sentence says.

This is my own book, not his.

In the sentence above, which words show ownership?

Which word makes the sentence stronger?

16.

The word "own" is used after an adjective of ownership. It is used only when the speaker wants to strengthen or make clear that he is talking about a particular thing that belongs to him, and not anyone else.

If it's obvious that a certain thing belongs to a certain person, you certainly don't need the word "own" to strengthen it! For example, if someone is talking about his foot, or any other part of his body, there is usually no need to use the word "own" - how could it belong to anyone else?

CHECK those sentences in which the word own should be taken out:

_____ Take my own hand.

_____ Follow your own advice.

_____ This is written on her own stationery.

_____ The fireman injured his own elbow.

17.

In each of the following sentences, WRITE the correct form in the parentheses.

She took (our, our own) mail to the post office

Please watch (your, your own) step.

Every man is (his, his own) best friend.

When I don't have mine, I use (hers, her own).

No thank you, I have (mine, my own).

I have enough of (my, my own) problems.

FILL IN the blank:

The word own ________ (should/should not) be used with an adjective ownership word when referring to parts of the body.

18.

This frame will introduce you to another form of pronoun. A self-pronoun, such as himself, is used to emphasize that the SUBJECT of a sentence performs an action.

READ this sentence:

Little Jack tied his shoes himself.

You know that Jack tied his shoes, but the word himself emphasizes that fact.

CHECK the sentence that uses a self-pronoun:

_____ We never finished our table.

_____ They washed their clothes.

_____ He was able to repair the car himself.

19.

Self-pronouns* always end with either self- or selves. For example, himself, yourself, and yourselves.

IDENTIFY the self-pronouns in these sentences:

You, yourself, will have to do it.

I could barely tear myself away.

He picked himself up and dusted off his suit.

They must learn to help themselves.

We saw it ourselves.

FILL IN the blanks:

Self-pronouns always end with either
__________ or __________.

*Self-pronouns are sometimes called reflexive pronouns.

20.

Here is a list of self-pronouns:

Singular	Plural
myself	ourselves
yourself	yourselves
himselves (not hisself)	themselves (not theirselves)
herself	themselves
itself	themselves

Singular self-pronouns are used with singular subjects; plural self-pronouns are used with plural subjects.

WRITE the singular self-pronouns in these sentences and the singular with which it is used:

I want to do it myself.

The engine will start itself when the switch closes.

Bob worked himself too hard.

21.

Singular	Plural
myself	ourselves
yourself	yourselves
himself	themselves
herself	themselves
itself	themselves

WRITE the plural self-pronouns in these sentences and the plural subject with which it is used.

They want to do it themselves.

We launched the boat ourselves.

Did you do it yourselves?

FILL IN the blanks:

Singular self-pronouns are used with ____________ subjects.

Plural self-pronouns are used with ____________ subjects.

22.

WRITE the correct one in each sentence below:

Singular Self-Pronouns

myself
yourself
himself
itself

I need it ____________________.

Bob doesn't need your help; he will do it ________________.

The fishing lure tangled _______________ up in the line.

Can you do it __________________?

23.

WRITE the correct one in each sentence below:

Plural Self-Pronouns

ourselves
yourselves
themselves

Our plan is to do the painting __________.

The team of doctors will perform the operation ____________________.

You will all plow the soil _____________.

24.

Write in the correct self-pronouns.

1. Johnny did it __________.
2. They were sure she did the dress _________.
3. They needed to plant the bushes __________.
4. It's important that you know how to turn it on ____________.
5. I walked there ______________.
6. They cooked the soup ______________.

POSSESSIVE AND REFLEXIVE PRONOUNS SOLUTIONS

1. Owns or possesses

2. His
Mine
Her
His
Ours
Adjectives
Pronouns (any order)

3. Her
His
Your
My
Modify (or describe)

4. The tractor . . . .
Where is his . . .

5. Mine
yours
theirs
ours
mine, hers

6. Hers
mine
yours
our
his
yours
my your your mine
theirs

modify
take the place (or replace
do not

7. His, its, whose

s
mine (whose ends with s sound)

8. Contraction

9. Your
you're
it's
whose
its
who's
it's

10. Mine
her
theirs
yours
our
its
their

11. Mine
her
their
ours
your
theirs
hers
their
who's
whose
they're
it's
its
you're
your

12. P
P
S
S
P

13. His or her
his or her
their
their
his or her
their

14. His
his
their
his
their
his

15. My, his
own

16. Take my ...

The fireman injured ...

17. Our
your
his own
hers
my own
my own

should not

18. He was able . . .

19. Yourself
Myself
himself
themselves
ourselves

self, selves

20. I myself
engine itself
Bob himself

21. They themselves
We ourselves
You yourselves

Singular
Plural

22. Myself
himself
itself
yourself

23. Ourselves
themselves
yourselves

24. Himself
herself
themselves
yourself
myself
themselves

MATCHING SENTENCE PARTS

Lesson 7

1.

You have learned that subjects and verbs must match. A single subject must have a single verb. A plural subject must have a plural verb.

CIRCLE the numbers below that do not have matching subjects and verbs.

1. _____ She start the car.

2. _____ The men went out to clear the land.

3. _____ Lonely people sat in their rooms.

4. _____ Everyone ate a hearty breakfast before starting on the hike.

5. _____ Charlie were a friendly dog.

6. _____ The soldiers goes to the mess hall at noon.

7. _____ Robins come early in the spring and built their nests.

8. _____ Learning is a slow process, but are a rewarding one.

9. _____ Working in a machine shop is interesting and is sometimes exciting.

10. _____ Men who are interested in sports usually listen to sports news on the radio and read sports columns in newspapers.

2.

This is how to match the time of verbs:

1. FIND the first verb in the sentence.
2. DECIDE if it is past, present or future.

3. FIND the other verbs in the sentence.

4. DECIDE the time of the other verbs.

5. If the time does match, SELECT the correct verb.

PERFORM the above steps on this sentence:

The kids skipped and hop through the field.

STEP 1: What is the first verb?

STEP 2: What is the time of the verb

_____ past
_____ present
_____ future

STEP 3: What is the other verb in the sentence?

STEP 4: What is the time of the other verb?

STEP 5: If the time of the two verbs does not match, SELECT the correct verb for the sentences:

_____ hopped
_____ will hop

3.

Find the verbs in these sentences. DECIDE the time of the first verb. LOOK AT the other verbs; they MUST BE in the same time to be correct.

Then CHECK the sentences below that have incorrect matching verbs. WRITE in the correct verb.

1. Jim ran and will jump all the way to the game.

2. The cat curled up and sleeps on the floor.

3. Fighting a forest fire is dangerous and had been difficult.

4. The bird fluttered and flies around the nest with the eggs in it.

5. We all stood and stared at the statue.

4.

WRITE the correct tense of the verb in parentheses:

We danced and ________ (sing) all through the night.

He never borrowed nor ________ (give) away any money.

Felicia and Flo floundered and ________ (splash) in the shallow water.

Albert will take pictures and ________ (make) recordings while we sit around the campfire.

He finishes the race and ________ (begin) another immediately.

The dog finished digging up the bone, and ________ (joined) the rest of the Collies for a tramp through the field.

5.

CHECK the sentences with verbs that do not match. WRITE in the correct verb.

1. _____ Bill came in late, wandered around the room, and finally sit down.

2. _____ She tripped, stumbled, and falls down the stairs, but landed on a soft carpet.

1. ________ ________

2. ________ ________

3. _____ She laughed and cried when her husband came home from the war.

4. _____ The snow fell and covered the fenceposts.

5. _____ Max ran to school, rushes into the classroom, and took his seat.

6. _____ You'll have to break the seal, smash the glass, and ring the alarm.

7. _____ Peter and Tony ran, jump and sang.

8. _____ Do you think of me ever, or just goes on your way and forget about me?

9. _____ The cops rounded the corner on two wheels, came screeching up the alley, and smashed into the wall.

3. ________ ________

4. ________ ________

5. ________ ________

6. ________ ________

7. ________ ________

8. ________ ________

9. ________ ________

6.

You will study more examples of how to match verbs in one part of the sentence with verbs in another part.

First, however, you will study a special part of the sentence--the introductory phrase. Here is an example:

> While not asking for help, John obviously needed somebody to take care of him.

In the following frames you will learn how to find out if the subject of a sentence relates to the introductory clause.

NO RESPONSE REQUIRED

GO ON TO THE NEXT FRAME

7.

The sentences below have introductory phrases in the beginning of the sentence, such as "While not asking for help,". In these sentences, the subject is located in the second part of the sentence, AFTER the introductory phrase.

WRITE the introductory phrase, and WRITE and UNDERLINE the subject in each sentence below.

> While not asking for help, John obviously needed somebody to take care of him.
>
> Before the tree fell, it creaked like a dry hinge.
>
> By carefully working with the piston, Fred removed the bearing without damage to the crankshaft.
>
> Located on the east coast, Washington, D.C. is the capital of the our country.
>
> After hearing of the sale, Mrs. Phinney rushed to the store.

8.

Once you have found the subject, you should decide if it matches the introductory phrase. It is easy to find out if the subject of a sentence relates to the introductory phrase. Just follow this method:

1. FIND the subject. For example, Mary is the subject of this sentence:

   > Blowing gently through the trees, Mary walked home through the windy woods.

2. ASK YOURSELF if the introductory phrase relates to the subject.

For example, **LOOK AT** the sentence above. Ask yourself: "Does Mary blow gently through the trees?"

3. If the subject and phrase don't relate to each other, the sentence is wrong. Obviously, it isn't Mary, but the wind that blows gently through the trees, so the above sentence is wrong.

4. If the subject and phrase do relate to each other, the sentence is correct.

CHECK the completer that has a subject to fit the introductory phrase:

While smiling happily,

_____ a letter was mailed to Bill's girlfriend.
_____ a letter was mailed by Bill to his girlfriend.
_____ Bill mailed his girlfriend a letter.

Without knowing why,

_____ the car started rolling down the hill.
_____ we saw the car start to roll down the hill.
_____ it rolled down the hill while we watched.
_____ the car was seen rolling down the hill by us.

9.

To be correct, the introductory phrase must be RELATED to the subject of the sentence. To determine if a sentence is correct, FIND the subject, then see if the introductory phrase FITS the subject.

In which of the following does the subject fit the introductory phrase?

_____ Wandering around the shop, George found the missing bearing.

_____ Without wanting anything in return, a good deed had been done.

_____ Vacantly staring into space, the letter was placed into the mailbox.

_____ By reading and careful study, George managed to pass the GED exam.

_____ Without thinking, the tree fell on the shack.

To be correct, an introductory phrase must be ________ to the ________ of the sentence.

10.

CHECK the completers below that have a subject that fits the introductory phrase:

Sitting near the center of the table,

_____ the hostess walked in and gave the dish to Jean.
_____ the dish was given to Jean by the hostess.
_____ Jean took the dish from the hostess.
_____ the dish was placed next to Jean by the hostess.

Easily ruined by the rain,

_____ the dress was quickly put inside the house by Eve.
_____ Eve quickly put the dress inside the house.
_____ Eve walked inside the house with the dress.
_____ she was quickly put inside the house with the dress.

11.

When a sentence has an introductory clause, the subject must relate to that clause.

Sometimes, in long sentences, two subjects appear in the main part of the sentence. That is wrong.

READ this example:

> When I was seventeen, it was a very good year, and I enjoyed it.

The subject that should relate to the introductory clause is "I." But, the sentence has two subjects -- IT and I. This is why the sentence is incorrect, there should only be one subject.

To make the sentence correct, it has to be changed. Here is an example of the same thought expressed correctly:

> When I was seventeen, I had a very good year and enjoyed it.

There are two verbs in this sentence and the subject matches the introductory clause.

CHECK the sentences below in which there is one subject. There can be two verbs, but only one subject.

_____ By the way, Claudia will bake the cake and the picnic will be planned by her.

_____ If you're not sure, Kelly will buy the tires and mount them on the car.

_____ On second thought, the boat will be sanded and painted by you.

_____ In preparation for going, you will pack the lunch, and the sails will be unfurled.

12.

Lets correct one of the sentences that had two subjects. READ this sentence again:

> By the way, Claudia will bake the cake and the picnic will be planned by her.

This sentence has two subjects, Claudia and picnic. To make it correct, you must choose one of these subjects and make it the subject of both verbs. For example, here Claudia is the subject:

> By the way, Claudia will bake the cake and plan the picnic.

FILL IN THE BLANK:

> Both verbs must have the same ____________.

13.

CHECK the proper completion of each sentence below:

In preparation for going, you will pack the lunch,

_____ and the sails will be unfurled.
_____ and unfurl the sails.
_____ unfurling the sails.

After washing the car, you ought to wax it,

_____ and it should be polished.
_____ and polishing should be done.
_____ and polish it.

When you find two trees together, I'll put in two hooks,

_____ and hang up the hammock.
_____ and the hammock will be installed.
_____ and it will be put up by me.

14.

Now let's review a moment the rule about matching subjects and verbs.

If a sentence has one subject and two verbs, the verbs must match each other.

For example:

> Jack danced, played the drums and studied piano.

This rule is the same when there is an introductory clause. An introductory clause does not change the rule that all the verbs belonging to one subject must match.

Now READ this example:

> When he was young, Jack danced, played the drums and studied piano.

CHECK any sentence that is correct:

_____ During the night, I listened for the baby and cleaned the house.

_____ While she is waiting, she can study the Summary Sheets and reviewed her notes.

_____ Even if I had a million dollars, I would still love to drink beer and watch television.

15.

CHECK the most correct completing clause for each sentence below:

If I had my choice, I would return to the store

_____ and bought the TV set.
_____ and buy the TV set.
_____ having bought the TV set.
_____ buying the TV set.

Unless you can find the time, we'd better finish the job and

_____ covered it up before it rains.
_____ covering it up before it rains.

_____ cover it up before it rains.
_____ will cover it before it rains.

If you all get 90 on this test, I'll give you a pass and

_____ would help you get into town.
_____ helped you get into town.
_____ helping you get into town.
_____ will help you get into town.

If there is a lot of time left, you may turn your test papers over and

_____ leaving the room for a break.
_____ will leave the room for a break.
_____ leave the room for a break.
_____ having left the room for a break.

16.

You have to study the parts of a sentence very carefully to match the verbs.

> While she washed the dishes, Mary thought about the dance.

This sentence has an introductory group of words that refers to the subject, Mary. You know it is an introductory clause by the key word while. The question you must answer is: How does the time of the verb in the introductory clause relate to the time of the other verb in the sentence?

LOOK AT the key word while. While means at the same time. Therefore the verbs should be of:

_____ the same time
_____ different times

17.

Here is an example of an incorrect sentence. It has two parts -- an introductory clause and the main part of the sentence:

> As he thought about the problem, Jack becomes more and more convinced that it couldn't be solved.

LOOK AT the key word as. It means that while Jack was doing one thing, he was doing the other at the same time.

Therefore, the verbs should be of:

_____ the same time
_____ different times

Now, LOOK AT the verb in the introductory clause. It is a past verb. LOOK AT the verb becomes in the main part of the sentence. Becomes is a present verb. Therefore, the sentence is incorrect.

CHECK the correct form of the verb:

_____ became
_____ will become

18.

The time of the verb in the introductory clause tells you what the time of the verb in the completing clause should be.

CHECK the sentences that are correct.

_____ During the time he traveled, he was not able to study.

_____ After he filled the tank with gas, he washes the windshield.

_____ Even when he sleeps, he talked.

_____ When I was a child, I liked peanut butter and jelly; now I hate it.

19.

Here is a summary of what you have learned so far. You may wish to make a note of these rules.

RULE 1. Subject and verbs must match.

incorrect: Mr. James and Mr. Harrison was sitting at the conference table.

correct: Mr. James and Mr. Harrison were sitting at the conference table.

RULE 2. When there is an introductory phrase or clause in a sentence,

a. the subject must match the introductory clause

incorrect: While the doctor bathed the wound, the patient was comforted.

correct: While he bathed the wound, the doctor comforted the patient.

b. there must be only one subject

incorrect: While he bathed the wound, the doctor talked to the patient and the patient was comforted.

correct: While he bathed the wound, the doctor talked and comforted the patient.

RULE 3. The verbs must match the subject even when there is an introductory phrase.

incorrect: While smiling happily, a letter was mailed to Bill's girlfriend.

correct: While smiling happily, Bill mailed a letter to his girlfriend.

NO RESPONSE REQUIRED

GO ON TO NEXT FRAME

20.

The last part of this lesson will teach you a special problem to consider when you match verbs. READ the following frames carefully.

NO RESPONSE REQUIRED

GO ON TO THE NEXT FRAME

21.

READ this example:

> During my childhood, many cities were lived in by me and I went to various schools.

You know it is wrong because there are two subjects after an introductory clause.

Let's examine the second part of the sentence closely.

A. many cities were lived in by me

B. I went to various schools

In part A, the subject, the cities, did not do anything. Something was done to them — they were lived in. Therefore, part A uses a being done verb.

In part B, the subject I does something. The subject went to various schools. Therefore, part B uses a:

_____ doing verb
_____ being done verb

22.

As a rule, expression is more effective when doing verbs are used in place of being done verbs.

A verb is a doing verb if the subject DOES THE ACTION. For example, you call has a doing verb, because the subject you is doing the calling.

A verb is a being done verb if the subject is ACTED UPON. For example, you are called is a being done verb, because somebody else is calling you; you, the subject, are not doing the action.

WRITE "D" after the sentences which contain doing verbs and "BD" after the sentences which contain being done verbs.

A. I ran.

B. You were called.

C. George was teased.

D. You shout.

E. Abe chops.

F. The wood is chopped.

G. The book is read.

H. We shopped.

I. They thought.

J. Jimmy was pampered.

23.

Here is a fourth rule to add to the three you learned in Frame 19. Again you may wish to copy it down.

RULE 4: Being done verbs are usually ineffective ways to express something.

incorrect: Laughing and crying at the same time, she untied the ribbon and the present was opened by her.

correct: Laughing and crying at the same time, she untied the ribbon and opened the present.

GO ON TO THE NEXT FRAME.

24.

Being done verbs are often unclear, and sometimes make a sentence confusing. Doing verbs are usually the best way to express something.

CHECK only the sentences below that contain doing verbs:

_____ We were taken to the train station.

_____ George marked a chalk line on the cement.

_____ During his later years, he enjoyed his neighbors and was liked by them.

_____ Fortunately, we caught a train and made our way to the mountains.

_____ At the most, we could lend you $10 and help you home.

_____ Ever since we won the contest, we have had lots of money and have been entertained by our friends.

_____ Until the game is finished, the team won't make a statement or talk to the press.

25.

CHECK the correct ending for each sentence below:

Until I see you, be good

_____ and stay in school.
_____ and be kept in school.

Before we left the circus, the midget danced

______ and was told some jokes.
______ and told some jokes.

In spite of himself, the old man twinkled his nose

______ and dashed up the chimney.
______ and was dashed up the chimney.

26.

REVIEW FRAME

Now let's review what you've studied in this lesson. REWRITE the sentences which are wrong and EXPLAIN the error. If you have problems, review Frames 8 and 9 before you look at the solution.

1. Rattling and belching clouds of smoke, Peggy drove the car to the garage.

2. If you were to come to Oklahoma, you could stay with me and will enjoy it. (Review Frames 2 and 3)

3. If I'm lucky, I will find the right girl and she will be married by me. (Review Frames 11, 12, 21, 22, and 23)

4. Unless you're sure of what you're doing, the TV shouldn't be adjusted by you. (Review Frames 21, 22, and 23)

Answers are found on Page 125.

Rattling and belching clouds of smoke
____
____
______________________________.

If you were to come to Oklahoma,
____
____
____

If I am lucky, ______________
____
____
____

Unless you're sure of what you're doing, ______________
____
____
____

ADJECTIVES AND ADVERBS

Lesson 8

1.

READ this sentence:

> **The bright moon shone over the high mountain.**

WRITE all the nouns in the sentence above.

WHAT is the verb?

Which word describes the mountain?

_____ bright
_____ high

Now READ this sentence:

> The moon shone brightly over the high mountain.

Which word tells you something about how the moon shone?

_____ brightly
_____ high

Words like bright and brightly are called MODIFIERS because they modify (describe, change, restrict) the meaning of other words.

WRITE all the modifiers in this sentence:

> Old, fat John drove quickly to the sky-blue lake in a sleek, red car.

READ this sentence:

> John drove to the lake in a car.

Does this sentence have any modifiers?

_____ yes
_____ no

no

2.

READ the sentences below. The modifiers are underlined.

1. The moon is bright.
2. The bright moon shines.
3. The moon shines brightly.
4. Brightly the moon shines

In sentences 1 and 2, bright modifies the noun moon, for it describes the moon.

In sentences 3 and 4, brightly modifies the verb shines, for it describes how the moon shines.

READ the sentence below. The modifier is underlined.

Max was angry.

Which word is modified?

______ Max
______ was

What part of speech is the modified word?

______ noun
______ verb

READ the sentence below. The modifier is underlined.

Max shouted angrily.

Which word is modified?

______ Max
______ shouted

What part of speech is the modified word?

______ noun
______ verb

3.

According to what you have learned so far, what kinds of words can have modifiers?

_____ **only nouns**
_____ **only verbs**
_____ **verbs and nouns**
_____ **neither verbs nor nouns**

4.

READ the sentence below. The modifier is underlined.

The lazy boy jumped.

The modifier in this sentence says something about:

_____ a person
_____ what the person is doing

The word that is modified is a:

_____ noun
_____ verb

READ this sentence:

Dick jumped quickly.

The modifier quickly says something about:

_____ a person
_____ what the person is doing

The word modified is a:

_____ noun
_____ verb

5.

In the sentences below, the modifiers are underlined and the words that are modified are circled.

We were merry.

We laughed merrily.

In the sentences below, WRITE the words that are modified.

The eagle is swift.

The eagle flies swiftly.

Swiftly the eagle flies.

The swift eagle flies.

6.

In each sentence below, the modifier is underlined.

WRITE the word that is modified, and the part of speech it belongs to.

The typewriter is black. ______________

He cried sadly. ______________

This book is exciting. ______________

Chuck smiled happily. ______________

7.

You know that nouns and verbs can have modifiers. A word that modifies a noun is called an adjective. A word that that modifies a verb is called an adverb.

In the phrases below, the modifiers are underlined. WRITE "adjective" after the phrases in which tne modifier is an adjective. WRITE "adverb" after the phrases in which the modifier is an adverb.

happy man ____________

jolly sailor ____________

playing quietly ____________

shouts loudly ____________

sneezed noisily ____________

wonderful trip ____________

8.

WRITE the numbers of the words that an adverb could modify:

1 runs

2 boy

3 leaf

4 laugh

5 sweating

6 car

7 sing

8 ate

WRITE the numbers of the words that an adjective could modify:

1 dog

2 sneezing

3 jumps

4 tree

5 government

6 pipes

7 skated

8 snake

---

9. COMPLETE the words:

AD_ _ _ B

AD_ E _ TIVE

10.

A word that modifies a noun is called an
______________.

A word that modifies a verb is called an
______________.

11.

This food is spoiled.

This food is badly spoiled.

In the first sentence above, the word "spoiled" is an adjective that modifies the word "food." The second sentence has an additional word, "badly." This word tells you that the food is "badly" spoiled, not just spoiled a little. The word "badly" thus modifies the word "spoiled."

Just as an adjective modifies a noun, so can another word modify an adjective.

READ the following sentence:

This vase is oddly shaped.

The modifier is underlined. What word does oddly modify?

_____ this
_____ vase
_____ is
_____ shaped

What part of speech is the word that is modified by oddly?

_____ adjective
_____ noun
_____ verb

12.

You have learned that a word that modifies a verb is called an adverb. A word that modifies an adjective is also called an **adverb**.

An adverb can modify a(n):

_____ adjective
_____ noun
_____ verb

An adjective can modify a(n):

_____ adjective
_____ noun
_____ verb

13.

In each sentence below, the modifier is underlined. WRITE the word that is modified, and the part of speech it is.

The bill was fortunately paid.

____

This is obviously wrong.

____

Bill is happily married.

____

14.

A word that modifies an adjective is called a(n) ____________________.

15.

In each sentence below, the modifier is underlined. WRITE the word that is modified, and the part of speech it is.

That car is beautiful.

That car runs beautifully.

That car is beautifully painted.

That beautiful car belongs to Jim.

16.

When a person writes a sentence, he must decide what type of modifier to use.

For example, suppose a person wants to describe the color of his cat. He might start out by writing an incomplete sentence:

My cat is _________________.

The underlined word is the one to be modified. This word is a noun. Therefore, the type of modifier that should be used is an adjective.

READ the following sentence:

The plane flew very ______________.

What word is supposed to be modified? _______

What part of speech is this word? __________

What type of modifier should be used? _______

READ the following sentence:

He was _________ funny.

What word is supposed to be modified? _______

What part of speech is this word? ___________

What type of modifier should be used? _______

17.

In each sentence below, the underlined word can be modified. In place of a modifier, there is a blank space. In the blank space, WRITE the KIND of modifier that should be used.

The __________ woman walked slowly through the crowded streets.

John has been known to be __________ lazy.

The __________ train was late.

The pickle is __________ sour.

Ted drove __________.

18.

Bright is an adjective; brightly is an adverb.

Dim is an adjective; dimly is an adverb.

Usually adjectives and adverbs look alike except for an ending. The above examples show you that you can often distinguish an adverb from an adjective by remembering that:

_____ many adjectives end in ly
_____ many adverbs end in ly

After each modifier below, WRITE either "adjective" or "adverb":

slow ____________

slowly ____________

sad ___________

sadly ____________

careful ____________

carefully ____________

real ____________

really ____________

awful ____________

awfully ____________

19.

If you see a modifier that ends with the letters ly, it is likely to be an:

_____ adjective
_____ adverb

20.

This is a good book.

The movie I saw last night was good.

In the sentences above, good is used as an:

_____ adjective
_____ adverb

He played the piano well.

This hammer works well.

In the sentences above, well is used as an:

_____ adjective
_____ adverb

My father feels well these days.

You look well.

In the sentences above, well is used as an:

_____ adjective
_____ adverb

When is well used as an adjective?

_____ when it is used to mean efficiently
_____ when it modifies a verb
_____ when it is used to mean healthy

Which of the following can be used as an adjective?

_____ the word good
_____ the word well

Which of the following can be used as an adverb?

_____ the word good
_____ the word well

21.

After each modifier listed below, WRITE the name of the part of speech it belongs to:

neat _______________

neatly _______________

full _______________

fully _______________

rapidly _______________

rapid ____________

awful ____________

awfully ____________

real ____________

horrible ____________

dead ____________

deadly ____________

unusually ____________

good ____________

well ____________

22.

What part of speech is each of the underlined modifiers?

She smiled sweetly. ____________

Shakespeare was a good writer. ____________

He wrote very well. ____________

Most of the time, he felt quite well. ________

He sang really well. ____________

The movie was awful. ____________

The movie was awfully sad. ____________

23.

In the following sentence, the modifier is underlined. The modifier may be correct or incorrect.

The sky is clear tonight.

What word does clear modify?

_____ sky
_____ is
_____ tonight

To what part of speech does the word modified by clear belong?

_____ adjective
_____ adverb
_____ noun
_____ verb

What kind of modifier should be used?

_____ adjective
_____ adverb

The modifier clear is an:

_____ adjective
_____ adverb

Is clear the correct modifier for this sentence?

_____ yes
_____ no

24.

READ this sentence:

The cup is fully of wine.

What word does fully modify? _____________

What part of speech is the word modified by fully? ____________

What kind of modifier should be used?

____

What part of speech is fully? ___________

Is fully the correct modifier for this sentence?

______ yes
______ no

25.

Each sentence below contains a modifier which is underlined. The modifier may be correct or incorrect. CHECK every sentence in which the underlined modifier is correct. CIRCLE incorrect modifiers and WRITE in the correct response.

1. ______ The banana is yellow.
2. ______ He ran very rapid.
3. ______ He was a plain man.
4. ______ He did good in school.
5. ______ He felt extremely well.
6. ______ He did well in all his studies.
7. ______ The moon could be seen clear.
8. ______ The music was real beautiful.
9. ______ The music was awfully beautiful.

26.

READ this question, but do not MARK an answer.

CHECK the correct modifier.

By noon the men should be able to finish the job:

______ easy
______ easily

Which word is modified in this sentence?

____

What part of speech is the word that is modified?

____

What kind of modifier should such a word have?

____

What is the correct answer to this question?

_____ easy
_____ easily

27.

COMPLETE each sentence by CHECKING the correct ending:

My new coat is:

_____ dark
_____ darkly

Gibbons was able to run around the track very:

_____ rapid
_____ rapidly

He was:

_____ plain good
_____ plainly good

Mike usually does his work:

_____ good
_____ well

Jesse says she is feeling:

_____ good
_____ well

This steak is:

_____ unusual thick
_____ unusually thick

MATCHING SENTENCE PARTS SOLUTIONS

1. She starts the car.
   Charlie was a friendly dog.
   The soldiers go . . .
   Robins . . . build . . .
   Learning . . . is is a reqarding one.

2. Skipped
   past
   hop
   present
   hopped

3. (jumped)
   (slept)
   (has)
   (flew)

4. Sang
   gave
   splashed
   will make
   begins
   joined

5. Sat
   fell
   rushed
   jumped
   go

6. No response required.

7.

While not asking for help,	John
Before the tree fell,	it
By carefully working with the piston,	Fred
Located on the east coast,	Washington, DC
After hearing of the sale,	Mrs. Phinney

8. 1. runs
   4. laugh
   5. sweating
   7. sing
   8. ate

   1. dog
   4. tree
   5. government
   6. pepes
   8. snake

9. V E R
   J C

10. Adjective
adverb

11. Shaped
adjective

12. Adjective
verb
noun

13. Paid, adjective
wrong, adjective
married, adjective

14. Adverb

15. Car, noun
runs, verb
painted, adjective
car, noun

16. Flew
verb
adverb
funny
adjective
adverb

17. Adjective
adverb
adjective
adverb
adverb

18. Many adverbs end in ly

adjective
adverb
adjective
adverb
adjective
adverb
adjective
adverb
adjective
adverb

19. Adverb

20. Adjective
adverb
adjective
When it is used to mean healthy.
the word good
the word well

the word well

21. adjective
adverb
adjective
adverb
adverb
adjective
adjective
adverb
adjective
adjective
adjective
adverb
adverb
adjective
adjective or adverb

22. Adverb
adjective
adverb
adjective
adverb
adjective
adverb

23. Sky

noun
adjective
adjective
yes

24. Cup
noun
adjective
adverb

No

25. 2. rapidly
4. well
7. clearly
8. really

26. Finish
verb
adverb
easily

27. Dark
rapidly
plainly good
well
well
unusually thick

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